



WARNER  
PACIFIC  
UNIVERSITY



# 2023-2024 Catalog

## President's Welcome

Welcome to Warner Pacific University! In spite of the uncertainty of the post-pandemic higher education marketplace, which will continue to affect higher education institutions across the nation, Warner Pacific University will remain flexible, dutiful, watchful and continue to follow in the great grace our institution has sustained since its founding in 1937. The 2023-2024 academic year promises to be a year filled with great grace and great glory (Psalm 84:11) for Warner Pacific University faculty, staff and students as well as our surrounding vicinity.

Warner Pacific University is a vibrant, progressive university located within the beautiful city of Portland, Oregon. We are and will remain a Christ-centered urban liberal arts university dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world.

In recent years, we have come to better understand our mission statement and how it applies to the unique setting of our campus. We seek to educate students who welcome the learning that comes with living in an increasingly diverse and thriving urban environment.

Notwithstanding, the university is presently re-engineering itself for transformation for the purpose of assisting students in their holistic development: spirit, soul and body. To this end, we are proud that the academic and student experience continues to be enhanced for both our traditional and Professional and Graduate Studies students through our Student Success and Engagement Division. This division goes hand-in-hand with the academic curriculum that is contained within this catalog. Further, during the 2023-2024 academic year we will be engaging the community in intense conversations about our facilities' needs and in Capital Campaign rebranding efforts. We are doing this for our faculty, staff and students!

Moreover, the university will be engaged in conversations both within and beyond the classroom as we develop a vision for the campus experience that will sharpen its identity, enhance our infrastructure and physical plant, as well as make an impact within the city, state, region and nation that we serve.

In closing, I wish to offer the words of Os Guinness as you undertake the 2023-2024 academic year: "A [career] says 'you are what you do. A calling says, 'do what you are.'" Warner Pacific University will continue to assist each of our students to fulfill their unique callings within a myriad of fields throughout Portland, the northwest region, the United States of America and the world.

Peace and the Multitude of Blessings,



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



# Mission, Vision, Values and Core Themes

## Mission

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

## Vision

Mission-driven leaders who change the world

## Values

Warner Pacific University values:

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

## Core Themes

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

## History and Accreditation

Warner Pacific University is operated under the auspices of the Church of God (Anderson, Indiana) as a place of education and service for people, regardless of their denomination, who desire a quality liberal arts education in a vital Christian community. Founded in 1937 in Spokane, Washington, it was incorporated as Pacific Bible College and prepared church leaders during its early years. A desire for a more central location in the Pacific Northwest led to a move to Portland in 1940. In 1959, the name of the institution was changed to Warner Pacific College in honor of one of the early founders of the church as well as to reflect its growing liberal arts emphasis. In 2018, the name was changed to Warner Pacific University to more accurately reflect the growth and development it has experienced in the scope of the programs offered and the scale of what its graduates are achieving. It has been accredited by the Northwest Commission on Colleges and Universities (8060 165th Ave. NE, Suite 100, Redmond, WA 98052; Telephone: 425.558.4224; FAX: 425.376.0596) since 1961. Warner Pacific University holds program-specific approvals for its teacher education, nursing, and social work programs. The university is approved by the State of Oregon ([www.doj.state.or.us/finfraud/](http://www.doj.state.or.us/finfraud/)) to offer degree programs, for the training of teachers in identified subject areas, and for nursing education.

## Proviso

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

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

## Association Memberships

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

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# Campus Locations

## CAMPUS LOCATIONS

Warner Pacific University currently offers programs at the following sites. Some programs are also offered online.

### Mt. Tabor Campus

Warner Pacific University  
2219 SE 68th Avenue  
Portland, OR 97215

### Centre 205 Campus (Nursing Programs)

Warner Pacific University  
2600 SE 98th Avenue, Suite 200  
Portland, OR 97266

**Main Switchboard: 503-517-1000**

**Toll Free: 800-804-1510**

## Campus Directory

Academic Affairs .....503-517-1036  
Academic Support Center ....503-517-1005  
Admissions (Front Desk).....503-517-1020  
Advancement .....503-517-1114  
Alumni Relations .....503-517-1026  
ASWPU.....503-517-1193  
Athletics .....503-517-1370  
Auxiliary Services.....503-517-1057  
Cafeteria .....503-517-1090  
Campus Safety .....503-250-1730  
Career & Life Counseling....503-517-1119  
Chief Academic Officer.....503-517-1036  
Chief Financial Officer.....503-517-1043  
Copy Center .....503-517-1210  
Dean of Adult Education.....503-517-1320

Dean of Faculty.....503-517-1036  
Enrollment (Front Desk).....503-517-1020  
Financial Aid.....503-517-1091  
Food Service / Sodexo .....503-517-1029  
Housing .....503-517-1007  
Human Resources .....503-517-1205  
Information Services.....503-517-1397  
Library.....503-517-1102  
Mailroom.....503-517-1210  
Maintenance.....503-517-1217  
President's Office .....503-517-1212  
Records / Registrar.....503-517-1013  
Student Accounts .....503-517-1091  
Teacher Education.....503-517-1051  
Work Study Office.....503-517-1091

### FAX Numbers

Main .....503-517-1350  
Admissions.....503-517-1540  
Athletics .....503-517-1250  
Campus Safety .....503-517-1302  
Centre 205.....503-517-1551  
Financial Aid.....503-517-1352  
Library.....503-517-1351  
Records / Registrar.....503-517-1352  
Student Accounts .....503-517-1352

## Program Formats (Traditional and PGS)

There are two different academic program formats offered at Warner Pacific University:

1. Traditional Program
2. Professional and Graduate Studies (PGS) Program

This catalog applies to all programs at Warner Pacific University. Each section heading indicates the program applicability (Traditional or PGS). There are some sections labeled as Institutional; these sections apply to both programs. Students are encouraged to utilize the sections that apply to their chosen program.

### TRADITIONAL PROGRAM

The Traditional program is designed for students who wish to participate in a traditional university format. Students in the traditional program spend a substantial amount of time at the university campus. The Warner Pacific University community emphasizes seamless, holistic learning that occurs in classrooms, in residence halls, on the gym floor, in the dining hall, at worship, and at social gatherings.

#### Academic Calendar

The Traditional program is offered in standard semester terms of 15 weeks of instruction plus 1 week of final exams. In one academic year, there are two standard semesters (fall and spring) as well as an optional summer term. Students enroll in multiple courses during the semester, and class meetings are scheduled throughout the week.

### PROFESSIONAL AND GRADUATE STUDIES PROGRAM (PGS)

The Professional and Graduate Studies program offers a distinctive alternative to a traditional university format. It is specifically designed for adult learners who:

1. Have significant professional or volunteer work experience.
2. Desire to take classes at times that allow employment or other activities during the day.
3. Have responsibilities that may require a non-traditional approach to continuing their education.

Through its PGS program, Warner Pacific University serves the needs of adult learners by helping them assess personal values, expand interpersonal skills, and enhance professional competencies. Instructional strategies are based on adult learning theory and honor the experience adults bring to the learning environment.

#### Academic Calendar

The PGS program is offered in non-standard terms of 25 weeks of instruction. In one academic year, there are two terms (fall and spring). Each term is subdivided into shorter modules, and students typically enroll in one course per module. Class meeting options include one night per week, online, and hybrid.

# Traditional Academic Calendar

## Traditional Academic Year Begins: August 19, 2023

### Traditional Fall Semester 2023: August 21 - December 7, 2023

New Students Arrive/Residence Halls Open at 9:00 a.m. ....	August 17, 2023
<b>Classes Begin .....</b>	<b>August 21</b>
Last Day to Register for a New Schedule for the Term.....	August 21
Convocation, 10:30 a.m. ....	August 22
Last Day to Add an Individual Class to an Existing Schedule .....	September 1
Labor Day Holiday .....	September 4
Census Day .....	September 5
Last Day to Drop (no “W”) .....	September 11
Midterm Break .....	October 5-6
Midterm Grades Due, 5:00 p.m. ....	October 13
Last Day to Withdraw (“W”) or P/NP .....	October 30
Spring Schedule Registration Review .....	October 30- November 10
Preparation for Thanksgiving (campus closed for afternoon) .....	November 22
Thanksgiving Holiday.....	November 23-24
Fall Classes End.....	December 1
Final Exams .....	December 4-7
Winter Commencement .....	December 9
Fall Final Grades Due, 5:00 p.m. ....	December 12

### Traditional Spring Semester 2024: January 16 - May 9, 2024

New Students Arrive/Residence Halls Open at 9:00 a.m. ....	January 12, 2024
Martin Luther King Holiday .....	January 15
<b>Classes Begin .....</b>	<b>January 16</b>
Last Day to Register for a New Schedule for the Term.....	January 16
Last Day to Add an Individual Class to an Existing Schedule .....	January 26
Census Day .....	January 29
Last Day to Drop (no “W”) .....	February 5
President’s Day Holiday .....	February 19
Midterm Grades Due, 5:00 p.m. ....	March 8
Last Day to Withdraw (“W”) or P/NP.....	March 22
Spring Break .....	March 25-29
Good Friday (campus closed for the afternoon) .....	March 29
Advisement/Registration: Summer ‘24, Fall ‘24, Spring ‘25 .....	April 8-19
Honors/Awards Chapel, 10:30 a.m. ....	May 3
Spring Classes End .....	May 3
Final Exams .....	May 6-9
Spring Commencement .....	May 11
Spring Final Grades Due, 5:00 p.m. ....	May 14

### Traditional Summer Semester 2024: May 20– August 16, 2024

### Traditional Academic Year Ends: August 23, 2024

Looking Ahead: Fall 2024 Classes Begin: August 26, 2024

# PGS Academic Calendar

## **PGS Academic Year Begins: June 26, 2023**

### **PGS Fall Semester 2023: June 26 - December 17, 2023**

PGS Semester Begins .....	June 26, 2023
Independence Day Holiday (classes meet online) .....	July 4
Labor Day Holiday (classes meet online) .....	September 4
Thanksgiving Holiday (classes meet online) .....	November 22-24
Winter Commencement .....	December 9
PGS Semester Ends.....	December 17

Undergraduate Courses: Fall Module Dates     *Most PGS Undergraduate courses meet in 5-week modules, with dates as follows:*

PGS Undergraduate: Fall Module 1 .....	June 26 - July 30
PGS Undergraduate: Fall Module 2 .....	July 31 - September 3
PGS Undergraduate: Fall Module 3 .....	September 4 - October 8
PGS Undergraduate: Fall Module 4 .....	October 9 - November 12
PGS Undergraduate: Fall Module 5 .....	November 13 - December 17

Graduate Courses: Fall Module Dates     *Most PGS Graduate courses meet in 6-week modules, with dates as follows:*

PGS Graduate: Fall Module 1 .....	June 26 - August 6
PGS Graduate: Fall Module 2 .....	August 7 - September 17
PGS Graduate: Fall Module 3 .....	September 18 - October 29
PGS Graduate: Fall Module 4 .....	October 30 - December 10

### **PGS Spring Semester 2024: January 8 - June 30, 2024**

PGS Spring Semester Begins.....	January 8, 2024
Martin Luther King Holiday (classes meet online) .....	January 15
President's Day Holiday (classes meet online) .....	February 20
Spring Break (classes meet online) .....	March 27-31
Spring Commencement .....	May 13
Memorial Day Holiday (classes meet online) .....	May 29
Juneteenth Holiday (classes meet online) .....	June 20
PGS Spring Semester Ends.....	June 25

Undergraduate Courses: Spring Module Dates     *Most PGS Undergraduate courses meet in 5-week modules, with dates as follows:*

PGS Undergraduate: Spring Module 1 .....	January 8 - February 11
PGS Undergraduate: Spring Module 2 .....	February 12 - March 17
PGS Undergraduate: Spring Module 3 .....	March 18 - April 21
PGS Undergraduate: Spring Module 4 .....	April 22 - May 26
PGS Undergraduate: Spring Module 5 .....	May 27 - June 30

Graduate Courses: Spring Module Dates     *Most PGS Graduate courses meet in 6-week modules, with dates as follows:*

PGS Graduate: Spring Module 1 .....	January 8 - February 18
PGS Graduate: Spring Module 2 .....	February 19 - March 31
PGS Graduate: Spring Module 3 .....	April 1 - May 12
PGS Graduate: Spring Module 4 .....	May 13 - June 23

## **PGS Academic Year Ends: June 30, 2024**

## Degrees and Programs Offered

ASSOCIATE OF ARTS (A.A.) DEGREES	FORMAT	DIVISION/PROGRAM	PAGE
A.A. in General Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	55
A.A. in General Studies .....	PGS.....	Arts and Social and Behavioral Sciences .....	121
A.A. in Organizational Dynamics.....	PGS.....	Business .....	125
A.A. in Organizational Dynamics, Christian Entrepreneurship Emphasis..	PGS.....	Business .....	126
ASSOCIATE OF SCIENCE (A.S.) DEGREES	FORMAT	DIVISION/PROGRAM	PAGE
A.S. in Accounting.....	PGS.....	Business .....	127
A.S. in Business Administration .....	Traditional .....	Business .....	66
A.S. in Cybersecurity .....	Traditional .....	Natural Sciences and Health .....	77
A.S. in Health Sciences .....	Traditional .....	Natural Sciences and Health .....	78
A.S. in Life Sciences.....	Traditional .....	Natural Sciences and Health .....	78
A.S. in Social Science .....	Traditional .....	Arts and Social and Behavioral Sciences .....	55
A.S. in Social Science .....	PGS.....	Arts and Social and Behavioral Sciences .....	122
A.S. in Sports Performance.....	Traditional .....	Natural Sciences and Health .....	78
BACHELOR OF ARTS (B.A.) DEGREES	FORMAT	DIVISION/PROGRAM	PAGE
B.A. in Accounting .....	PGS.....	Business .....	128
B.A. in Accounting and Finance (double major) .....	PGS.....	Business .....	129
B.A. in American Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	46
B.A. in Business Administration.....	PGS.....	Business .....	130
B.A. in English Language Arts .....	Traditional .....	Arts and Social and Behavioral Sciences .....	48
B.A. in Finance .....	PGS.....	Business .....	131
B.A. in Health Care Administration.....	PGS.....	Business .....	132
B.A. in Human Resource Management .....	PGS.....	Business .....	133
B.A. in Liberal Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	50
B.A. in Ministry and Community Engagement .....	Traditional .....	Arts and Social and Behavioral Sciences .....	51
B.A. in Social Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	52
B.A. with an Individualized Major .....	Traditional .....	Varies .....	39
BACHELOR OF SCIENCE (B.S.) DEGREES	FORMAT	DIVISION/PROGRAM	PAGE
B.S. in Accounting .....	Traditional .....	Business .....	59
B.S. in Biological Science, General Biology Emphasis .....	Traditional .....	Natural Sciences and Health .....	70
B.S. in Biological Science, Human Biology Emphasis .....	Traditional .....	Natural Sciences and Health .....	71
B.S. in Business Administration .....	Traditional .....	Business .....	60
B.S. in Business Administration, Entrepreneurship Emphasis .....	Traditional .....	Business .....	60
B.S. in Business Administration, Leadership/Management Emphasis .....	Traditional .....	Business .....	61
B.S. in Criminal Justice .....	Traditional .....	Arts and Social and Behavioral Sciences .....	47
B.S. in Criminal Justice with Bachelor of Social Work (B.S.W.).....	Traditional .....	Dual Program .....	82
B.S. in Criminal Justice and Criminology .....	PGS.....	Arts and Social and Behavioral Sciences .....	122
B.S. in Cybersecurity .....	Traditional .....	Natural Sciences and Health .....	71
B.S. in Digital Marketing.....	Traditional .....	Business .....	61
B.S. in Digital Media and Communications .....	Traditional .....	Arts and Social and Behavioral Sciences .....	47
B.S. in Early Childhood/Elementary Education .....	Traditional .....	Education .....	69
B.S. in Early Childhood/Elementary Education .....	PGS.....	Education .....	137
B.S. in Finance.....	Traditional .....	Business .....	62
B.S. in Finance and Accounting.....	Traditional .....	Business .....	63
B.S. in Health Care Management .....	Traditional .....	Business .....	64
B.S. in Human Development .....	Traditional .....	Arts and Social and Behavioral Sciences .....	49
B.S. in Human Development and Family Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	49
B.S. in Human Resource Management .....	Traditional .....	Business .....	64
B.S. in Kinesiology.....	Traditional .....	Natural Sciences and Health .....	72
B.S. in Physical Science.....	Traditional .....	Natural Sciences and Health .....	73
B.S. in Psychology.....	Traditional .....	Arts and Social and Behavioral Sciences .....	51
B.S. in Psychology and Human Development.....	PGS.....	Arts and Social and Behavioral Sciences .....	123
B.S. in Social Science.....	Traditional .....	Arts and Social and Behavioral Sciences .....	52
B.S. in Sports Management, Administrative Emphasis .....	Traditional .....	Natural Sciences and Health .....	73
B.S. in Sports Management, Coaching Emphasis.....	Traditional .....	Natural Sciences and Health .....	73
B.S. in Sports Medicine .....	Traditional .....	Natural Sciences and Health .....	74
B.S. with an Individualized Major .....	Traditional .....	Varies .....	39
SPECIALIZED BACCALAUREATE DEGREES	FORMAT	DIVISION/PROGRAM	PAGE
Bachelor of Science in Nursing (B.S.N.), Prelicensure .....	Traditional .....	Nursing.....	80
Bachelor of Social Work (B.S.W.) .....	Traditional .....	Social Work.....	82
Bachelor of Social Work (B.S.W.) with B.S. Criminal Justice.....	Traditional .....	Dual Program .....	82

## Degrees and Programs Offered

PREPROFESSIONAL PROGRAMS	FORMAT	DIVISION/PROGRAM	PAGE
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Pre-Dentistry .....	Traditional .....	Natural Sciences and Health .....	75
Pre-Medicine .....	Traditional .....	Natural Sciences and Health .....	75
Pre-Naturopathic Medicine .....	Traditional .....	Natural Sciences and Health .....	75
Pre-Pharmacy Advising .....	Traditional .....	Natural Sciences and Health .....	76
Pre-Physician Assistant .....	Traditional .....	Natural Sciences and Health .....	76
 GRADUATE DEGREES	 FORMAT	 DIVISION/PROGRAM	 PAGE
Master of Arts in Biblical and Theological Studies (M.A.B.T.S.) .....	Traditional .....	Arts and Social and Behavioral Sciences .....	57
Master of Arts in Human Services (M.A.H.S.) .....	PGS .....	Arts and Social and Behavioral Sciences .....	124
Master of Arts in Organizational Leadership (M.A.O.L.) .....	PGS .....	Business .....	134
Master of Arts in Teaching (M.A.T.) .....	PGS .....	Education .....	137
Master of Business Administration (M.B.A.) .....	PGS .....	Business .....	135
Master of Education (M.Ed) .....	PGS .....	Education .....	139
Master of Religion (M.Rel) .....	Traditional .....	Arts and Social and Behavioral Sciences .....	58
 CERTIFICATES	 FORMAT	 DIVISION/PROGRAM	 PAGE
Biblical and Theological Foundations for Ministry .....	Traditional .....	Arts and Social and Behavioral Sciences .....	56
Christian Entrepreneurship Training .....	PGS .....	Business .....	126
Cybersecurity .....	Traditional .....	Natural Sciences and Health .....	78
Family Life Education .....	Traditional .....	Arts and Social and Behavioral Sciences .....	56
Family Life Education .....	PGS .....	Arts and Social and Behavioral Sciences .....	124
Ministry Leadership and Practice .....	Traditional .....	Arts and Social and Behavioral Sciences .....	57
Ministry Practice for Community Engagement .....	Traditional .....	Arts and Social and Behavioral Sciences .....	57
 MINORS	 FORMAT	 DIVISION/PROGRAM	 PAGE
Accounting .....	Traditional, PGS .....	Business .....	65, 128
American Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	53
Biblical and Theological Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	53
Biology .....	Traditional .....	Natural Sciences and Health .....	76
Business Administration .....	Traditional, PGS .....	Business .....	65, 130
Chemistry .....	Traditional .....	Natural Sciences and Health .....	76
Christian Ministries .....	Traditional .....	Arts and Social and Behavioral Sciences .....	53
Coaching .....	Traditional .....	Natural Sciences and Health .....	76
Communications .....	Traditional .....	Arts and Social and Behavioral Sciences .....	53
Criminal Justice .....	Traditional .....	Arts and Social and Behavioral Sciences .....	53
Criminal Justice and Criminology .....	PGS .....	Arts and Social and Behavioral Sciences .....	123
Digital Marketing .....	Traditional .....	Business .....	65
Early Childhood Education .....	Traditional .....	Education .....	69
English .....	Traditional .....	Arts and Social and Behavioral Sciences .....	53
Entrepreneurship .....	Traditional .....	Business .....	66
Finance .....	Traditional .....	Business .....	66
Health .....	Traditional .....	Natural Sciences and Health .....	76
Health Care Administration .....	Traditional, PGS .....	Business .....	66, 132
History .....	Traditional .....	Arts and Social and Behavioral Sciences .....	54
Human Development .....	Traditional .....	Arts and Social and Behavioral Sciences .....	54
Human Resource Management .....	Traditional, PGS .....	Business .....	66, 133
Individualized Minor .....	Traditional .....	Varies .....	39
Mathematics .....	Traditional .....	Natural Sciences and Health .....	76
Ministry and Community Engagement .....	Traditional .....	Arts and Social and Behavioral Sciences .....	54
Peace Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	54
Philosophy .....	Traditional .....	Arts and Social and Behavioral Sciences .....	54
Physical Education .....	Traditional .....	Natural Sciences and Health .....	76
Political Science .....	Traditional .....	Arts and Social and Behavioral Sciences .....	54
Psychology .....	Traditional, PGS .....	Arts and Social and Behavioral Sciences .....	54, 123
Social Entrepreneurship .....	Traditional .....	Business .....	66
Sociology .....	Traditional .....	Arts and Social and Behavioral Sciences .....	55
Sports Management .....	Traditional .....	Natural Sciences and Health .....	76
Trauma Intervention .....	Traditional .....	Arts and Social and Behavioral Sciences .....	55
Urban Studies .....	Traditional .....	Arts and Social and Behavioral Sciences .....	55

## Traditional Admissions Policies and Procedures

### ADMISSION

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

#### Campus Visit

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

#### When to Apply

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

#### How to Apply

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

Office of Admission  
Warner Pacific University  
2219 SE 68th Avenue  
Portland, Oregon 97215-4026

Prospective students may also apply online at the admission section of the Warner Pacific University website at [www.warnerpacific.edu](http://www.warnerpacific.edu).

### REQUIREMENTS OF THE ADMISSION PROCESS

#### Undergraduate Student Admission Process

The following are required to complete the application process:

1. A completed Warner Pacific University *application for admission*, which includes a *Community Agreement*.
2. An *official high school transcript* sent directly from the school or test scores from the General Educational Development Test (GED) are required of all applicants to the freshman class and transfer students who have earned fewer than 12 semester college credits.
3. An *official transcript from each college and university* attended sent directly from the institution to the Warner Pacific University Office of Admission.
4. *Standardized Testing (Optional)*

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

If you choose to submit scores, WPU accepts official examination scores from the Scholastic Assessment Test of the College Examination Board (SAT) or American College Testing Program Assessment (ACT) for applicants to the freshman class and transfer students who have earned less than 12 semester college credits. If five or more years have passed since high school graduation, this recommendation is not applicable. Information regarding registration, test dates, and location may be obtained from a high school guidance counselor, the Warner Pacific University Office of Admission, or from:

SAT College Board: [www.collegeboard.com](http://www.collegeboard.com)      WPU SAT Code: **4595**  
ACT Program: [www.actstudent.org](http://www.actstudent.org)      WPU ACT Code: **3486**

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

#### International Student Admission

The following are required to complete the application process:

1. A completed Warner Pacific University *application for admission*, which includes a *Community Agreement*.
2. An *official secondary school transcript* sent directly from the school or test scores from the General Educational Development Test (GED) are required of all applicants to the freshman class and transfer students who have earned fewer than 12 semester college credits.
3. An *official transcript of all college and university grades and coursework*. All coursework completed outside of the United States should be submitted to an approved evaluation service. Warner Pacific University recommends the following evaluation service providers for coursework completed outside the United States:

InCred International Credit Evaluations, Web: [www.incredevals.org](http://www.incredevals.org), Email: [InCred@naia.org](mailto:InCred@naia.org) (Required for varsity athletes)

World Education Service (WES), Web: [www.wes.org](http://www.wes.org), Email: [info@wes.org](mailto:info@wes.org)

4. Students whose native language is not English are required to demonstrate *English proficiency*. The TOEFL (70+), IELTS (6.0+), Duolingo English Test (95+) or other appropriate instruments may be used for this purpose. Students may also demonstrate proficiency by presenting one of the following: 1) Transcripts from Pacific International Academy with successful completion of Level 5 coursework, 2) Transcripts from an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 3) Documentation that the student completed their entire secondary school education in the English language.
5. *Evidence of adequate financial support* by submission of the Warner Pacific University International Student Financial Support Verification Form.

### Student Readmission Process

Former Warner Pacific University Students who have withdrawn from the university or have failed to maintain continuous enrollment may apply for readmission. Students who have filed a Leave of Absence Form with the Records Office and have returned within the specified period are not required to apply for readmission. Re-admitted students are required to complete the degree requirements specified in the current catalog at the time of re-entry.

The following are required to complete the application for readmission process:

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

The petition will be reviewed by the Academic Policies Committee to determine eligibility for readmission.

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

### Non-Degree Seeking Student Admission Process

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

The following are required to complete the application process:

1. A *completed non-degree seeking student application for admission*, which includes a *Community Agreement*.
2. A *\$25.00 non-refundable application fee*.

### Graduate Student Admission Process

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

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

## ADMISSION CRITERIA

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

### For applicants to the freshman class:

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

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

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

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

**For transfer students:**

An official academic record indicating a minimum of a 2.00 cumulative grade point average (4.00 scale) from each college or university attended. Applicants with fewer than 12 semester college credits should also submit a high school academic record indicating a minimum of a 2.50 cumulative grade point average (4.00 scale) and SAT or ACT scores may also be requested.

**For international students:**

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

- Demonstrate English proficiency: Students whose native language is not English are required to demonstrate English proficiency. The TOEFL (70+), IELTS (6.0+), Duolingo English Test (95+) or other appropriate instruments may be used for this purpose. Students may also demonstrate proficiency by presenting one of the following: 1) Transcripts from Pacific International Academy with successful completion of Level 5 coursework, 2) Transcripts from an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 3) Documentation that the student completed their entire secondary school education in the English language.
- Provide evidence of adequate financial support through the Financial Support Verification Form.

**For readmission students:**

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

**For non-degree seeking students:**

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

**For graduate students:**

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

**ADMISSION DECISION - UNDERGRADUATE**

Each candidate for admission is reviewed individually with careful consideration given to academic records, test scores, and the ability to benefit from and contribute to the opportunities offered at the university. Warner Pacific University complies with federal and state requirements for non-discrimination on the basis of handicap, sex, race, color, national or ethnic origin in admission and access to its programs and activities. Warner Pacific University reserves the right to deny admission to any applicant when that decision is determined to be in the best interest of the applicant or the institution. When a candidate has completed the application process, one of the following decisions will be made:

**1. Admission in Good Standing**

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

**2. Admission on Academic Warning**

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

**3. Admission on Academic Probation**

A limited number of students who demonstrate ability and motivation to achieve academic success are granted full admission on academic probation and are expected to earn a 2.00 or higher grade point average in the first semester of enrollment. Students admitted on academic probation will be required to participate in provisions to promote academic achievement as established by the Faculty. These provisions may include a reduction in course load, limitation of extra-curricular activities, and enrollment in specific classes or support programs.

**4. Denied Admission****ADMISSION DECISION - GRADUATE**

Each candidate for admission is reviewed individually with careful consideration given to academic records, test scores, application essay(s), professional references and the ability to benefit from and contribute to the opportunities offered at the university. Warner Pacific University complies with federal and state requirements for non-discrimination on the basis of handicap, sex, race, color, national or ethnic origin in admission and access to its programs and activities. Warner Pacific University reserves the right to deny admission to any applicant when that decision is determined to be in the best interest of the applicant or the institution.

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

**1. Admission in Good Standing**

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

**2. Admission on Academic Probation**

Graduate students may be accepted on an academic probation status if any of the following conditions apply:

- Entering the program with an unaccredited degree. The performance of the student will be evaluated after six semester credits of completed coursework to determine eligibility to continue the program.
- Entering the program with a GPA below 2.75. To continue in the program, the student's cumulative GPA at the end of the first semester must be a 3.0 or above. The student's performance will be re-evaluated at the end of the second semester.

- International students entering the program with a TOEFL score below 70.

### 3. Denied Admission

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

## NOTIFICATION

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

A *tuition deposit* of \$200.00 is required of all students to confirm intention for enrollment. Deposits for the fall semester are refundable until May 1 and until November 15 for the spring semester. A completed *Warner Pacific University Health and Immunization Form* is required of all full-time students prior to registration.

All students who will be living in Warner Pacific University residence halls, apartments, or houses are required to complete a *residence life application* and submit a \$250.00 *residence deposit*. *Deposits are refundable* until May 1 for the fall semester and November 15 for spring semester.

Prices good through Spring Semester 2024.  
Prices listed are subject to change without notice.

## Traditional Tuition and Fees 2023-2024

### UNDERGRADUATE TUITION

	PER SEMESTER	ACADEMIC YEAR
Full-time (12 to 18 credits)	\$10,025	\$20,050
Part-time (1-11 credits per semester), per credit	\$830	
Overload (over 18 credits per semester), per overload credit	\$830	
Audit fee, per credit	\$215	

### NURSING PROGRAM

	PER SEMESTER	ACADEMIC YEAR
Full-time (12 to 18 credits)	\$11,640	\$23,280
Part-time (1-11 credits), per credit	\$970	
Overload (over 18 credits per semester), per overload credit	\$970	
Nursing Program Fee	\$765	\$1,530

### SUMMER SESSION 2023\*

Traditional Undergraduate, per credit hour	\$415	
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\* Prices for Summer Semester 2024 will be available in February 2024.

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

### CERTIFICATE AND OTHER PROGRAM TUITION (Non-Financial Aid Eligible)

Certificate of Mastery, per credit	\$250	
Certificate of Training (audit), per credit	\$130	
Dual Credit, high school student, per credit (off-campus)	\$65	
Special Audit, per course	\$215	
Professional Learning Series for Teacher Mentors (ED 579/679), per credit (off-campus)	\$105	

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

	PER SEMESTER	ACADEMIC YEAR
Undergraduate General Fee	\$240	\$480
Associated Students of Warner Pacific University	\$90	\$180
Technology Fee	\$55	\$110
Health and Wellness Fee	\$95	\$190
Student-Athlete Participation Fee	\$125	\$250
Residence Life Programming Fee (all residential students)	\$20	\$40

### ADMINISTRATIVE AND SPECIAL FEES

Acadeum Course Fee, additional per credit	\$150	
Application fee (non-refundable, submitted with application for admission)	\$25	
CLEP/DSST Examination Site Fee (examination fee additional)	\$25	
Credit by Examination, examination fee	\$85	
Credit by Examination, transcribing fee, per credit	\$70	
Diploma Change Fee (no cover)	\$25	
Diploma Change Cover Replacement Fee	\$15	
Directed Study/Independent Study Fee, additional per credit	\$285	
Graduation Fee - Graduate (includes cap, gown and hood)	\$175	
Graduation Fee- Nursing (includes pin, cap and gown)	\$150	
Graduation Fee - Undergraduate (includes cap and gown)	\$120	
Late Registration Fee	\$75	
Parking Fee, each permit	\$65	
Placement File Mailing Fee, per set	\$11	
Teacher Education Placement File Set-up Fee	\$25	
Transcript Fee, standard delivery	\$7	

**ACADEMIC DIVISION FEES**

Art Course Fee	\$30
Lab Science Course Fee	\$45
BIO 215/315 Malheur Course Fee	\$300
BIO 221/250/310/330/370/420 Course Fee	\$50
CHEM 211/212/301/302/412 Course Fee	\$50
CLS 278 Course Fee	\$280
COMM 250/360/380 Course Fee	\$80
ED 372 Course Fee	\$175
ED 491/690 Student Teaching I Fee	\$150
ED 492/493 Practicum Fee	\$150
ED 495/691 Student Teaching II Fee	\$300
FA/URB 235 Course Fee	\$75
IT Course Fee (except IT 101)	\$220
PE 119 Course Fee	\$20
PSY 340 (if auditing or taken as part of block tuition)	\$30
PSY 340 (if taken for credit)	\$150
PSY 416 Course Fee	\$50
URB 140 Course Activities Fee	\$100
Special Examination Fee (reschedule an exam)	\$35

**RESIDENCE HALL HOUSING RATES, PER RESIDENT**

	PER SEMESTER	ACADEMIC YEAR
Smith & Warman Standard, Shared Room, requires Platinum meal plan	\$2,460	\$4,920
Smith & Warman, Single Room, requires Platinum meal plan	\$3,085	\$6,170

**APARTMENT RATES, PER RESIDENT**

	PER SEMESTER	ACADEMIC YEAR
Division Street – 1 Bedroom*		
Standard, Shared Room	\$2,455	\$4,910
Whole Unit	\$4,855	\$9,710
Division Street – 2 Bedroom*		
Standard, Shared Room	\$2,340	\$4,680
Single Room	\$3,570	\$7,140
Whole Unit	\$5,880	\$11,760
Saxon*		
Standard, Shared Room	\$2,925	\$5,850
Single Room	\$3,975	\$7,950
Whole Unit	\$7,895	\$15,790
Tabor Terrace (Mary Husted, Pearl Lewis, Warner Monroe)*		
Standard, Shared Room	\$2,495	\$4,990
Single Room	\$3,805	\$7,610
Whole Unit	\$6,705	\$13,410

**HOUSING RATES, PER HOUSE. PER SEMESTER**

Adams House* (divide by number of occupants)	\$9,675	\$19,350
Clackamas, Rainier & Willamette Houses* (divide by number of occupants)	\$10,910	\$21,820
Tabor House* (divide by number of occupants)	\$12,075	\$24,150
Jefferson House** (per occupant)	\$3,185	\$6,370

**MEAL PLANS Meal Plan Required for All Locations**

Platinum Meal Plan (required for all Residence Hall Residents)	\$2,665	\$5,330
Gold Meal Plan (minimum plan required for *marked locations)	\$2,240	\$4,480
Silver Meal Plan (minimum plan required for **marked locations)	\$595	\$1,190
Bronze Meal Plan (required for all Freshmen not living on campus)	\$360	\$720
Commuter Flex Dollars (required for all Sophomores & Juniors not living on campus)	\$155	\$310
Optional Senior Commuter Flex Dollar Plan	\$60	\$120

### Meal Plan Policies

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

## PAYMENT POLICIES

### Student Accounts

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

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

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

### Books and Supplies

In order to provide students with maximum dependability and affordability, Warner Pacific University has chosen to partner with Slingshot. The partnership with Slingshot allows students to receive the correct books in time for the start of the academic year.

All traditional semester program students are automatically enrolled in the Slingshot Digital/Rental program without additional cost. Students receive their books on campus during the weekend before classes start each semester and are not required to purchase their course materials on their own. Information is provided on the Slingshot website for students to access books provided digitally. Students are required to return all rental books to the on-campus mailroom no later than the day after finals.

Students access their textbook information on the Slingshot website at [warnerpacific.slingshotedu.com](http://warnerpacific.slingshotedu.com)

### Payment Plans

Balances remaining after charges minus all financial aid, third party payments, and personal payments require a payment plan. Traditional Semester Student Payment Plans are computed on the academic year ending in April (typically nine months, maximum of 12 months). A pre-authorized plan is available to automatically deduct a monthly payment from a debit or credit card. A non-refundable enrollment fee equal to 5% of the amount financed will be charged to the student account and included in the payments upon plan approval. The university also offers plans through monthly student payroll deductions or with only two payments per semester (half due on the due date each semester, with the remaining balance due about mid-way through the semester) without additional fees.

### Third-Party Plans

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

### Unpaid Account Status

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

### Outstanding Student Account Balances

Failure to meet arranged payment plan terms may result in plan termination. Delinquent monthly accounts, and any deferred payment arrangements, incur service charges. Continuous nonpayment may result in an administrative withdrawal from enrollment and may prohibit the student from registering in subsequent semesters and obtaining official and unofficial transcripts until such obligations are satisfied. Diplomas and transcripts are not released to any student until the student account balance is zero. In addition to withholding transcripts, records, or diplomas until all university expenses are satisfied, Warner Pacific reserves the right to preclude students with past due balances from representing the university in public activities or events.

Students experiencing legitimate extenuating circumstances relating to their finances are encouraged to meet with Student Accounts personnel for counseling.

**Refund Policy**

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

**Return of Financial Aid Funds**

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

Federal regulations require a written institutional policy for the refund and repayment of federal aid received by students terminating enrollment for any reason during a semester for which payment has been received. Refund calculations to determine the refund percentage are performed using the Federal Title IV refund procedure as prescribed by the Federal Department of Education. Refer to the section in Financial Aid titled Return to Title IV Policy.

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

## Traditional Financial Aid Information

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

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

### DETERMINING FINANCIAL NEED

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

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

### APPLICATION PROCEDURES

To receive financial assistance from the university, students must be admitted as degree-seeking students to Warner Pacific University. For Federal assistance students must be U.S. citizens or eligible non-citizens, must not be in default on educational loans nor owe repayment of Federal grant funds, and must be making satisfactory academic progress toward graduation (see section titled Satisfactory Academic Progress.)

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

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

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

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

*The following information may be specific to the traditional semester calendar programs at Warner Pacific University. Please refer to the Professional and Graduate Studies Financial Aid section of this catalog for information specific to the non-standard term calendar programs.*

### SOURCES OF ASSISTANCE

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

#### Warner Pacific University Funds

The university awards four-year scholarships and grants to students enrolled in the traditional semester program. Institutional funds are only available to students pursuing their first baccalaureate degree (regardless of whether the first degree was from an accredited institution) and require full-time enrollment except as noted on the website. All institutional aid excludes summer semester and is divided in half by semester, with the exception of students enrolled in the SOIT program, who may use institutional aid for the summer term as well. Please contact the Office of Financial Aid for specific requirements, restrictions, and application procedures.

#### Federal Funds

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

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

**Federal Teacher Education Assistance for College and Higher Education Grant (TEACH):** Federal grant available to students with a junior or senior status intending to teach in a public or private elementary or secondary school that serves students from low-income families. A cumulative GPA of 3.25 or ACT/SAT score in the 75th percentile is required to receive this grant. Annually, students must complete the TEACH Grant Agreement to Serve and counseling. Students requesting the TEACH Grant for the first time must complete a WPU TEACH Grant Application. The student GPA

is reviewed at the end of each semester to determine eligibility for the grant in subsequent semesters. Students desiring additional information should contact the Office of Financial Aid and access the website <https://studentaid.gov/TEACH>.

**Federal Work Study:** Federally funded work program providing the opportunity for students to work part-time during the academic year. Work study positions are generally on-campus with pay rates beginning at minimum wage. Compensation is paid monthly. Eligibility for work study is based on financial need as determined by an analysis of the information provided on the FAFSA. Eligibility may change if additional resources, such as scholarships, are received. Eligibility is not a guarantee of employment.

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

**Federal Direct Parent Loan for Undergraduate Students (PLUS):** Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. The interest rate is set by July 1st of each year and is available for review at <https://studentaid.gov/interest>. Interest is charged from the date of the first disbursement until the loan is paid in full.

### State Funds

The Oregon Office of Student Access and Completion (OSAC) administers State-funded and private awards for Oregon residents attending an Oregon college. Information contained in the FAFSA or an alternate application, the ORSAA, for an Oregon resident is automatically sent to OSAC for use in determining student eligibility for the following programs:

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

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

### Private Funds

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

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

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

### Veterans Affairs Benefits

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

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

Any student requesting certification for VA educational 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 of funding from the Department of Veterans Affairs under chapter 31 or 33. The student is still responsible for any additional payment that is required to account for any difference between the student's financial obligation to WPU and the VA education benefit disbursement.

### Loans

Loan eligibility is listed on the student aid offer letter and processed by the Office of Financial Aid. The Office of Financial Aid will process the awards in the amount stated on the offer letter unless notified by the student of a reduction. If a lesser amount is desired, the student should follow the instructions given on the electronic offer letter notification and indicate a reduction on MyWP. The Office of Financial Aid is electronically notified and will review and evaluate changes made to awards on MyWP. If unable to make this adjustment electronically, contact the Office of Financial Aid directly for assistance by calling 503.517.1091 or emailing [financialaid@warnerpacific.edu](mailto:financialaid@warnerpacific.edu).

In general, funds are received at the beginning of each semester, according to Federal regulations. Typically, entrance counseling and a Master Promissory Note (MPN) must be completed prior to funds being placed on the student account if the student is a first time borrower. Most loans, including Federal Direct Stafford Loans, are received by electronic funds transfer. If hard copy checks are received, a notification is sent to the student regarding the check for endorsement and application to the student account. The Office of Student Accounts credits loan funds to student

accounts and requests refunds on overpayments.

### Student Loan Advocate Disclosure for Washington State Students

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](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

### Campus Employment

Students may be employed through the Federal Work Study and Institutional Student Employment programs and are paid monthly. All positions pay at least minimum wage. Earnings are not automatically applied to student account balances; however, monthly student account payments are available through a payroll deduction plan. The Office of Student Accounts manages the student employment programs at the university.

## EXCESS FUNDS AVAILABILITY

Excess Title IV funds are available to students within two weeks of funds receipt. Excess funds are deposited directly into the student's bank account. Students may also request the excess funds be held on their student account for future charges or to have their refund check mailed to their permanent address on file in the Records Office. Proof of attendance forms may be required (usually in the first two weeks of the semester) and are available in the Office of Student Accounts. Proof of attendance forms (if required) must be signed by at least one instructor. Warner Pacific University does not advance funds prior to receipt of the proof of attendance.

## ACCOUNT ADJUSTMENTS

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

## WITHDRAWAL PROCEDURES

The procedure for withdrawing from all courses is as follows:

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

## RETURN TO TITLE IV POLICY

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

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

In accordance with federal regulations, the Return to Title IV calculation is made in the following priority order:

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

## SATISFACTORY ACADEMIC PROGRESS

Warner Pacific University is mandated by the U.S. Department of Education per Federal regulations to qualitatively (grade-based) and quantitatively (time-related) monitor the academic progress of financial aid recipients. The standard is cumulative and includes all periods of enrollment, even those in which the student did not receive financial assistance.

The Satisfactory 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.

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

- Full time – at least 12 credits
- Half time – at least six credits
- Three-quarter time – at least nine credits
- Less than half time – one to five credits

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

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

### **Qualitative Standard**

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

### **Quantitative Standard**

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

### **Maximum Time Frame**

Full-time matriculating students are eligible to receive financial aid for a maximum of 150 percent of the time required to complete a degree. In general, a baccalaureate degree program is 120 credits. The maximum number of credits for which a student may be eligible to receive federal financial aid is 180 (120 x 150%). All course work included in credits toward completion are considered in the calculation for time frame eligibility. Transfer credits accepted by Warner Pacific University toward the program are included in the calculation of attempted and completed credits in determining the total 150% time frame. Once it becomes apparent the student is unable to complete the program within the 150% credit limit, financial aid is suspended. Students with suspended financial aid may submit an appeal for reinstatement.

### **Unsatisfactory Academic Progress**

Satisfactory academic progress, as indicated by semester and cumulative GPA, and number of credits earned, is monitored each semester by the Office of Financial Aid. Students failing to meet satisfactory academic progress standards are placed on financial aid warning and issued a letter alerting the student of the need to correct the deficiency. The warning status allows the student to maintain financial aid for one additional semester. At the end of the additional semester, if the student achieves satisfactory academic progress standards, the status is lifted. If the student does not achieve satisfactory academic progress standards at the end of the warning period, the student is placed on financial aid suspension and is denied further financial aid from Warner Pacific University until the standard is met. Students whose financial aid has been suspended may appeal for reconsideration of financial aid eligibility.

### **Appeals**

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

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

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

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

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

## WARNER PACIFIC COMMUNITY

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

## COMMUNITY AGREEMENT

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

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

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

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

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

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

## ASSOCIATED STUDENTS of WARNER PACIFIC UNIVERSITY (ASWPU)

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

Membership in campus interest groups and clubs is open to all fee-paying students; their activities are carried out under student leadership with the counsel and advisement of faculty and staff.

### Clubs and Organizations

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

### Student Government Association (SGA)

The purpose of the SGA of WPU is to be the voice of all students by connecting students to other students, faculty, staff, and administration in order to improve the quality of student life and strengthen the WPU community. As the voice of the students, SGA listens to and helps articulate the ideas and issues of the students of WPU.

### Campus Activities Board (CAB)

Campus Activities Board's mission is to create a welcoming, diverse, and inclusive environment on campus through various activities which aim to enrich campus life, promote student involvement, and foster a positive co-curricular atmosphere.

### Student Diversity Council

Student Diversity Council exists as a part of the Warner Pacific University Student Government to fulfill the WPU mission by actively promoting equity and inclusion on campus and in the broader Portland community. This is done through inclusive events and programs that encourage awareness, education, advocacy, activism, and collaboration.

Student Diversity Council partners with the Equity and Inclusion Council in order to bridge the gaps between the student population and the staff/faculty population. Leaders of the Student Diversity Council play a critical role in representing student voices and interests, and in conveying them to the Equity and Inclusion Council.

## Residence Life

The Office of Residence Life's mission is to provide a safe, welcoming, and inclusive residential experience that fosters community engagement, personal growth, and student success. They are responsible for implementing programs and maintaining a living space which is conducive to the pursuit of academic interests. This responsibility includes responding to student concerns, assisting guests, facilitating programs in the residence halls, establishing safety procedures, and supporting the core values of Warner Pacific University.

## Campus Ministries

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

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

- **Every residential student enrolled in 12 credits or more** is required to attend a minimum of 15 chapels per semester. These community chapels are on Tuesday and Thursday in McGuire Auditorium. Fifteen credits represent roughly half of the chapels offered in the semester. In addition, every full-time residential student is required to have ten service hours. These hours can be acquired by direct service and social action off campus in the greater Portland area. The Student Success and Engagement Division provides many opportunities for service hours.
- **Every commuter student enrolled in 12 credits or more** will be required to have a combination of chapels and service hours that equal 25 hours. Commuter students may get up to 20 hours in either chapel or service and must have a minimum of five credits in both categories at the end of the semester.

Information on fines for missed credits can be found in *The Squire*, the student handbook.

## CAMPUS SERVICES AND RESOURCES

### Varsity Athletics

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

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

### Intramural Program

Intramurals is run by Campus Activities Board (CAB) members. The purpose of the Intramural Program is to provide an opportunity for the Warner Pacific University community to participate in a variety of competitive and non-competitive sports and activities. The Intramural Program seeks to complement the educational endeavors of the university by providing fun, safe, and structured experiences that promote the physical, mental, and social development of every student.

### University Counseling Center

The Counseling Center's goal is to provide a supportive and confidential environment to address student concerns and needs. Services are designed to help develop deeper self-awareness, strengthen coping skills, foster health relationships, and improve academic performance and community engagement. Located in the Caldwell House between the Gotham Science building and the Tabor Terrace Apartments, the center is a comfortable place to relax in-between or after classes.

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

More information about the University Counseling Center and how to schedule an appointment may be found at [www.warnerpacific.edu/student-success-engagement/health-wellness/counseling-services/](http://www.warnerpacific.edu/student-success-engagement/health-wellness/counseling-services/).

### 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/>.

### Student Health Insurance

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

## Student Immunizations

Oregon State Law requires that all full-time students show proof of receiving a second dose of measles-containing vaccine. Students are also asked to provide record of receiving all immunizations mandated by the Oregon Department of Health Services for all public and private schools. For more information, see: <http://oregon.gov/DHS/ph/imm/school/index.shtml>. In addition, all students are required to provide a completed Health Information form. Completed forms should be submitted at registration. All Health History information is kept confidential and requires student permission for any further distribution. International students have additional requirements, as follows:

1. Oregon law prohibits foreign students with non-immigrant visas and no measles immunizations from starting classes (or even coming on campus) until they have at least their first measles immunization; they must then get the second measles immunization within a month after school starts or they cannot continue.
2. They must provide proof of tuberculosis Screening (PPD/Mantoux) within six months of entering college.

## Student Vehicles

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

## Weather Closures

In the case of inclement weather and adverse road conditions, the Executive Vice President/Chief Financial Officer will make a decision about closure. School closure information is available on the WPU website as well as on various local radio and TV stations. 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 classes are in session, students should use discretion regarding weather concerns in their area and communicate with their instructors 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.

## Career Services

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

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

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

## Accessibility Services

Support for students with diagnosed disabilities is provided by Warner Pacific and is consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Appropriate academic assistance, classroom and housing accommodations are available to students who have been diagnosed with a qualifying disorder. Students seeking **academic** or **residential** accommodations should contact the Academic Success and Accessibility Office at 503-517-1692 or [accessibility@warnerpacific.edu](mailto:accessibility@warnerpacific.edu) to arrange an appointment to discuss academic or housing challenges and to develop an accommodation plan. In order to draft a plan, **current** assessment records will need to be submitted.

## STATEMENT OF COMPLIANCE

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

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.

## 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, they may file a report with the Office of Student Success and Engagement: 503.517.1056.

A judicial officer will review the report and determine one of the following actions:

- 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.
- 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.
- 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 the Dean of Students. The Dean of Students will decide on a resolution. If either party is not satisfied with the resolution, they may appeal to ruling per the appeal instructions outlined in the student judicial process.

## 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 Success and Engagement following the procedures outlined above.

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to [complaints@hecc.oregon.gov](mailto:complaints@hecc.oregon.gov). Students may also access our Complaints web page at <https://www.oregon.gov/highered/about/Pages/complaints.aspx> or visit the complaints page at NC-SARA’s website: <https://nc-sara.org/student-complaints>.

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>).

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](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

If you’re in a dispute about your federal student aid, contact the Federal Student Aid Ombudsman Group as a last resort: <https://studentaid.ed.gov/sa/repay-loans/disputes/prepare>. The Ombudsman Group is dedicated to helping resolve disputes related to the federal student aid programs, including Direct Loans, Federal Family Education Loan (FFEL) Program loans, Perkins Loans, and grant programs.

## TITLE IX COMPLIANCE

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. Sec. 1681, et seq., and the Violence Against Women Reauthorization Act of 2013 prohibits 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 individuals as Title IX compliance officers:

### **Title IX Coordinator**

Dr. Sabrina F. Edwards, Vice President of Student Success and Engagement/Title IX Coordinator

Office Location: Smith Hall 219      Office Phone: 503-517-1056

Email: [sedwards@warnerpacific.edu](mailto:sedwards@warnerpacific.edu), [titleix@warnerpacific.edu](mailto:titleix@warnerpacific.edu)

### **Title IX Deputy Coordinator**

Jennifer Larimore, [jlarimore@warnerpacific.edu](mailto:jlarimore@warnerpacific.edu), [titleix@warnerpacific.edu](mailto:titleix@warnerpacific.edu), 650-383-4753 ext. 157

### **Title IX Officers (Appellate Reviewers, Decision-Makers, Investigators)**

- Araceli Cruz, Assistant Vice President for Student Success and Engagement: [acruz9@warnerpacific.edu](mailto:acruz9@warnerpacific.edu), 503-517-1320
- Nancy Drummond, Associate Registrar and Director of Student Academic Planning, [ndrummond@warnerpacific.edu](mailto:ndrummond@warnerpacific.edu), 503-517-1339
- Ed Gall, Associate Professor for Physical Science and Mathematics, [egall@warnerpacific.edu](mailto:egall@warnerpacific.edu), 503-517-1315
- Dr. Darilis Garcia, Vice President for Enrollment Management, [dgarcia3@warnerpacific.edu](mailto:dgarcia3@warnerpacific.edu), 503-517-1137

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.

Named or confidential reports may also be filed via the campus’ online reporting form at <https://wpulife.com/report>

Full information regarding the Title IX policy at Warner Pacific University can be reviewed online at <https://www.warnerpacific.edu/title-ix/>

### **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.

# Traditional Academic Policies, Procedures and Standards

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

## STUDENT RECORDS POLICIES

Warner Pacific University adheres to a policy of protecting students' rights to restrict release of personal information within their university records. All student academic files, supporting documents, and other records shall be maintained by Warner Pacific University staff employed for that purpose.

### FERPA Rights

A student's FERPA rights begin on the first day that they attend class at Warner Pacific University. These rights include:

1. The right to inspect and review education records. A student who wishes to review the education record should submit the request to the Registrar in writing. The Registrar will determine a reasonable timeline for access, make arrangements for access, and notify the student of the time and place where the records may be inspected.
2. The right to request an amendment of an education record that the student believes to be inaccurate, misleading, or otherwise in violation of privacy rights under FERPA. A student who wishes to request an amendment to the education record should submit a request to the Registrar in writing. If Warner Pacific University decides not to amend the record as requested, the student will be notified of the decision in writing. Please note: FERPA is concerned with accuracy. FERPA does not provide a process for questioning substantive decisions that are correctly recorded, such as a grade that is accurately entered on the student's transcript but with which the student disagrees.
3. The right to suppress the disclosure of directory information (see definition below), provided that the request is submitted while the student is enrolled. A student who wishes to exercise this right should submit to the Registrar a completed "Request to Withhold Directory Information" form, available at the Records Office.
4. The right to provide written consent before Warner Pacific University discloses confidential information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Please note that Warner Pacific University discloses confidential information from education records without prior written consent to school officials with legitimate educational interests (see definition below) and under additional FERPA provisions authorizing disclosure without consent. A full description of all authorized exceptions for disclosure may be obtained from the Registrar.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Warner Pacific University to comply with the requirements of FERPA. The Family Policy Compliance Office administers FERPA and any complaints may be filed at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

### Definition of Directory Information

The student's education record is divided into two parts: directory information and confidential information.

Directory information is considered to be publicly available and may be released without the student's consent. At Warner Pacific University, the directory information consists of the following: Name; Address (local and home); E-mail address (WPU and personal); Telephone number (local, home, and cellular); Date of birth; Photograph; Most recent educational institution attended; Participation in officially recognized activities and sports; Weight and height of members of athletic teams; Academic program of study; Dates of attendance; Enrollment status (full-time, part-time, etc); Class standing (freshman, sophomore, etc); Expected date of graduation; Degrees conferred and date of conferral; Academic honors and awards received (dean's list, cum laude, etc).

All other parts of the student's education record are considered confidential, including (but not limited to) ethnicity, gender, religion, WPU ID number, social security number, class schedule, grades, GPA, transcripts, advising records, financial records, and disciplinary records.

### Definition of School Officials with Legitimate Educational Interest

As noted above, Warner Pacific University releases confidential student information to school officials with legitimate educational interest. A school official at Warner Pacific University is:

- A person employed by the university as an administrator, faculty, or staff member;
- A student employed by the university to assist an administrator, faculty, or staff member in fulfillment of his/her professional duties;
- A person employed by, or under contract to, the university to perform a special task, such as an attorney or an auditor;
- A person or organization acting as an official agent of the university and performing a business function or service on behalf of the university;
- A member of an official university committee (may include student members); or
- A person serving on the university Board of Trustees.

A school official has a legitimate educational interest if the official needs to review the student's education record in order to:

- Perform appropriate tasks that are specified in his/her position description or by a contract agreement;
- Perform a task related to the student's education;
- Perform a task related to the student's discipline; or
- Provide a service or benefit relating to the student such as health care, counseling, job placement, or financial aid.

### Student Records Retention Policy

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

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

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

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

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

## STATUTE OF LIMITATIONS

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

## TRANSFER CREDITS

### Accredited Colleges and Universities- Undergraduate

Warner Pacific evaluates credits from regionally accredited colleges and universities for applicability toward General Education Core, major or elective requirements. In addition, Warner Pacific University evaluates coursework from schools and colleges which are accredited by other agencies, provided the institution is listed in Accredited Institutions of Postsecondary Education, published by the American Council on Education (ACE).

A minimum grade of D- is required for transfer of credit. A minimum earned grade of "C-" or higher is required for a course to be evaluated for application to major requirements or general education core requirements.

Lower division courses taken at four-year institutions and all courses taken at two-year colleges will be counted only as lower-division credit (i.e., 100 or 200 level). Upper division and graduate courses taken at four-year institutions may be used to satisfy upper division (i.e., 300 or 400 level) requirements. In the transcript evaluation process, quarter credits will be converted to semester credits. The formula used is: 1 quarter credit = .67 semester credit.

No more than 40 semester credits may be accepted from vocational-technical fields of study, and these credits will be considered as electives. Credit for college-level work from accredited community, junior or vocational/technical colleges is allowed to a cumulative maximum of 82 semester credits. A maximum of 94 semester credits may accepted in total for transfer credit at Warner Pacific University.

University.

### Accredited Colleges and Universities- Graduate

Warner Pacific evaluates credits from regionally accredited colleges and universities for applicability toward graduate degree and program requirements. Courses from regionally accredited institutions in which the student earned a grade of "B" or higher, may be evaluated by faculty for use in graduate degree requirements. No more than nine (9) semester credits may be accepted in transfer for the RCM programs; six (6) semester credits may be accepted in transfer for the MAT program. In the transcript evaluation process, quarter credits will be converted to semester credits. The formula used is: 1 quarter credit = .67 semester credit.

### Block Transfer

Warner Pacific accepts the completed Associate of Arts Transfer Degree from Oregon community colleges and the Associate of Arts D.T.A. degree from Washington community colleges as having fulfilled the General Education Core requirements except as described below. Other accredited college associate degrees are transferable and qualify a student for junior status; these will be evaluated for applicability toward General Education Core, major, or electives. The associate degree being transferred must be completed prior to entry at Warner Pacific. Students enter the university at junior status with a minimum of 60, but no more than 82 semester credits. If coursework in progress at another institution at the time of transfer would complete the associate degree and/or qualify for junior status at the end of that term, the student may request the Registrar in writing to postpone evaluation of the official transcript until the end of the current term, upon receipt of the official transcript. Student must present evidence that coursework is in progress and that satisfactory completion of those courses will result in completion of the Transfer Degree. Any advisement provided by the university prior to official transcript evaluation is not official and may change based on the official evaluation.

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

- ILR 300 Advanced Information Literacy & Research (3)
- HUM 310 Exploring the Human Condition (3) *or* HUM 410
- REL 320 Spirituality, Character, and Service (3) *or* REL 220

The Oregon Transfer Module is also accepted for block General Education Core credit; students with a completed Oregon Transfer Module must complete the 3 courses listed above as well as the Holistic Worldview requirement

In addition, Warner Pacific University honors specific articulated agreements with Chemeketa Community College, Clackamas Community College, Clark College, Everest College, Mt. Hood Community College, Linfield College, Multnomah University, Portland Community College, Portland State University, University of Portland and University of Western States. The university maintains a teacher education cooperative agreement with The University of Portland and cross-registration opportunities with members of the Oregon Alliance of Independent Colleges and Universities.

### Unaccredited Institutions

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

### Foreign Institutions

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

InCred International Credit Evaluations, Web: [www.incredevals.org](http://www.incredevals.org), Email: [InCred@naia.org](mailto:InCred@naia.org) (Required for varsity athletes)

World Education Service (WES), Web: [www.wes.org](http://www.wes.org), Email: [info@wes.org](mailto:info@wes.org)

### Courses completed prior to High School Graduation

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

### Pacific International Academy

Students with transcripts from Pacific International Academy (PIA) will receive elective credit for their Level 3, 4, and 5 coursework, provided the student earn grades of "C-" or higher in each course. The credit will be assigned as follows: 1.5 credits for Service Learning, 1 credit for Community Service, and 1 credit per course per level for Intensive English Writing, Intensive English Grammar, Intensive English Reading, and Intensive English Speaking and Listening. Coursework taken at Levels 1 and 2 does not transfer for credit.

## ALTERNATIVE CREDIT

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

### Prior Learning Experience

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

### Advanced Placement (AP)

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

AP Exam area	AP Score	WPU Credit	WPU Course equivalent
African American Studies	3, 4, or 5	3	Diversity General Education Core Course
Art and Design - 2-D or 3-D	3, 4, or 5	3	ART 100
Art History	3, 4, or 5	3	ART 250
Biology	3	4	Lab Science General Education Core Course
	4 or 5	8	BIO 211, BIO 212
Calculus AB	3, 4, or 5	4	MA 251
Calculus BC	3	4	MA 251
	4 or 5	8	MA 251, 252
Chemistry	3	4	CHEM 111
	4 or 5	8	CHEM 211, CHEM 212
Comparative Government and Politics	3, 4, or 5	3	Critical Thinking General Education Core Course
Computer Science Principles	3, 4, or 5	3	IT General Education Course
English Language and Composition	3, 4, or 5	4	EN 111
English Literature and Composition	3, 4, or 5	4	EN 111
Environmental Science	3, 4, or 5	4	ENV 105
History— <i>European, United States, or World</i>	3, 4, or 5	3	History General Education Core Course
Human Geography	3, 4, or 5	3	Diversity General Education Core Course
Italian Language and Culture	3	3	Diversity General Education Core Course
	4 or 5	6	Diversity General Education Core Course
Language and Culture	3	3	Diversity General Education Core Course
<i>Chinese, French, German, Italian, or Japanese</i>	4 or 5	6	Diversity General Education Core Course
Latin	3	3	General Elective
	4 or 5	6	General Elective
Macroeconomics	3, 4, or 5	3	Critical Thinking General Education Core Course
Microeconomics	3, 4, or 5	3	Critical Thinking General Education Core Course
Music Theory	3, 4, or 5	3	History and Culture General Education Core Course
Physics B	3	4	PHS 101
	4 or 5	8	PHY 221, PHY 222
Physics C	3	4	PHS 101
	4 or 5	8	PHY 221, PHY 222

Precalculus	3, 4, or 5	3	MA 115
Psychology	3, 4, or 5	3	PSY 140
Spanish Language and Culture	3	3	Diversity General Education Core Course
	4 or 5	6	Diversity General Education Core Course
Spanish Literature and Culture	3	3	Diversity General Education Core Course
	4 or 5	6	Diversity General Education Core Course
Statistics	3, 4, or 5	3	MA 242
U.S. Politics and Government	3, 4, or 5	3	PS 140

### International Baccalaureate (IB)

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

### Agency-Sponsored Learning (Military Training, Certificate Training)

A maximum of 30 semester credits may be awarded at the undergraduate level for some types of military services as well as certificated courses on the college level as listed in, or comparable to, guidelines provided by the American Council on Education (ACE). No credit is awarded for general military service. Official documentation of course completion is required. (Coursework completed through the Community College of the Air Force is not included in the alternative credit category and is limited, as with other credit earned at two-year institutions, to 72 semester credits.)

## CREDIT BY EXAMINATION

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

### College Level Examination Program (CLEP)

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

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

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

### Proficiency Examination

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

## REGISTRATION AND ENROLLMENT

### Advising

All students registered for six or more credits are assigned a professional advisor or faculty advisor, depending on class standing. The advisor’s responsibility is to assist the student to set, plan and reach their own personal educational goals. In order for a good advising relationship to function, each person involved needs to know what is expected. The final responsibility for meeting all academic and graduation requirements rests with the individual student.

To achieve educational goals, the student must take the initial responsibility for setting advising appointments, creating an Educational Plan in MyWP before meeting with the advisor, and undertaking some long-range planning for the completion of studies. Students should track their progress toward completing degree requirements by reviewing their Program Evaluations regularly. A minimum of six months prior to graduation, the student should file an Application for Graduation with the Registrar.

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

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

### Registration for Classes

Pre-registration for new students is available at several summer pre-registration events or during new student welcome weekend. Students matriculating during the fall semester are eligible to register for the fall and subsequent spring semesters. Returning students may begin registering for fall and spring semester classes on the published dates during the previous spring semester.

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

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

## Withdrawals

Withdrawal from a course must be initiated by the student and advisor approval is required. 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
Full Semester	First Business Day of Week 4	Last Business Day of Week 10
Eight Weeks	Before Week 3 Begins	Before Week 6 Begins
Seven Weeks	Before Week 3 Begins	Before Week 5 Begins
Six Weeks	Before Week 3 Begins	Before Week 4 Begins
Five Weeks	Before Week 2 Begins	Before Week 4 Begins

Most traditional courses are represented in the chart above. However, there are occasionally courses of different lengths. For these courses, the drop and withdrawal deadlines will be adjusted proportionally. Please consult with the Records Office for details.

The student is responsible to complete the paperwork for withdrawals. A student who fails to officially withdraw from a course but has not attended class sessions or submitted assignments will be assigned an “X” grade on the transcript.

## 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 advisor will notify the affected students to identify acceptable alternatives.

## Class Standing

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

- Freshman, students who have earned fewer than 30 semester credits
- Sophomore, students with 30 to 59.99 credits
- Junior, students with 60 to 89.99 credits, and at least 120 cumulative grade points
- Senior, those with 90 or more credits and at least 180 cumulative grade points
- Post-Baccalaureate, those who have earned a baccalaureate degree, and are pursuing a second degree, advanced licensure or certification
- Graduate, those who have earned a baccalaureate degree, and have been accepted into one of the graduate programs

## Enrollment Status and Course Load- Undergraduate

A full-time student is one who has met all entrance requirements and carries a minimum of 12 credits per semester. A part-time student is one who has met all entrance requirements and carries a minimum of six semester credits, a maximum of 11 semester credits, and is working on a degree program.

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

A non-degree seeking undergraduate student is one who is enrolled in five or fewer semester credits and is not working on a degree. Non-degree seeking students who have accumulated 15 credits at Warner Pacific are required to complete the full application for admission process before registering for additional courses. The non-degree seeking student is subject to the current tuition and other academic charges. Such students are entitled to all privileges of the classes for which they are enrolled, but they do not have full student government or activity privileges or rights unless they elect to pay the Student Body Fee.

## Enrollment Status and Course Load- Graduate

A full-time student is one who has met all entrance requirements and carries a minimum of six (6) graduate credits per semester. A part-time student is one who has met all entrance requirements and carries a minimum of three (3) graduate credits per semester.

Students who expect to complete degree requirements according to the program calendar must remain in the Community of Scholars or cohort of a graduate program. Cohort study relies upon participation of all members throughout the course of study. It is to the advantage of the individual student, and to the cohort as a whole, to maintain the integrity of the cohort throughout the entire degree program.

A non-degree seeking graduate student is one who is enrolled in two or fewer semester credits and is not working on a degree. Non-degree seeking students who have accumulated nine (9) credits at Warner Pacific are required to complete the full application for admission process before registering for additional courses. The non-degree seeking student is subject to the current tuition and other academic charges. Such students are entitled to all privileges of the classes for which they are enrolled. Only students accepted into the Master of Arts in Teaching program will be eligible to attend MAT classes.

## Auditing a Course

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

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

## Credit 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.

## Course Numbering System

001-099	Preparatory courses. A maximum of six credits of preparatory coursework taken at Warner Pacific University may be applied towards the total requirement of 120 credits for a baccalaureate degree.
100-199	Lower-division courses, primarily for freshmen
200-299	Lower-division courses, primarily for sophomores
300-399	Upper-division courses, primarily for juniors
400-499	Upper-division courses, primarily for seniors
500-699	Graduate-level courses
279/379/479/579	Reserved for special topics in any subject area
205/305/405/505	Reserved for independent study courses in any subject area
***X	Used to designate an experimental course being offered either once or twice on a trial basis. .

## INTERNSHIPS, FIELD EXPERIENCES, AND STUDENT TEACHING

University sponsored on-site coursework is supervised by site personnel identified by the university supervisor, site supervisor and student prior to commencement of the experience. International students are required by law to notify the Designated School Official (DSO) and receive clearance for Curricular Practical Training (CPT) prior to beginning an internship, student teaching, or field experience.

**Internships** are courses having number, title, units and outcomes stated in filed syllabi. Credit is assigned prior to the internship with regard to the length and breadth of exposure necessary to successfully accomplish stated outcomes.

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

**Student Teaching** is the final stage of the Preliminary Teaching Licensure program, leading to entry level competencies as a classroom teacher. Consent of the Dean of Education is required. See the Teacher Education Handbook for further information.

## INDEPENDENT AND DIRECTED STUDIES

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

1. Such study is intended to allow students to explore academic areas of special interest not ordinarily provided by the existing curriculum.
2. Independent Study is carried out under the guidance of a qualified member of the faculty and must include regular contact with the faculty member.
3. Independent Study must have prior approval of the Division Dean.
4. Independent Study is normally available to junior and senior students. It is not available to students who are not regularly enrolled students of the university.
5. No more than 12 credits of Independent Study may count toward graduation.

In unusual cases, students who do not meet these criteria may be permitted to undertake Independent Study providing that the appropriate instructor submits, along with the student’s petition, a letter which, in the judgment of the Division Dean, adequately justifies the proposed study.

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

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

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

## AFROTC PROGRAM

Under a cooperative agreement with the University of Portland, Warner Pacific University students may participate in the Air Force Reserve Officers Training Corps (AFROTC) program offered on the University of Portland campus. The purpose of the program, which is administered by the Aerospace Studies faculty at the University of Portland, is to select and train students to serve as officers in the United States Air Force. AFROTC is available to qualified men and women on a competitive basis. Scholarships are available in two, three or four-year lengths to qualified students. In- college scholarship selection boards are held in March and July of each academic year. The applicant must be attending the university full-time to be considered. Interested students should contact the AFROTC Program Counselor several months in advance to obtain nomination materials. Additional scholarships, including a Pre-Health scholarship for medical school, are also available. More information can be found online at [www.up.edu/afrotc](http://www.up.edu/afrotc), email [rotc695@up.edu](mailto:rotc695@up.edu) or call (503) 943-7216.

## ATTENDANCE AND CLASSROOM BEHAVIOR

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

### Visitor Policy

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

### Make Up Examinations

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

### Final Examinations

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

### 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.

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

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

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

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

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

### 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 Vice President for Academic Affairs (VPAA). Possible actions that may be taken by a faculty member who suspects a student of academic dishonesty (after conversation with the student in order to determine the student's awareness of the problem) are listed below. In order to protect both student and faculty involved, either the appropriate Division Dean or the VPAA must be present during any action taken beyond the oral reprimand/ counseling stage:

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

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

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

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

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

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

## **GRADES**

### **Grading and Grade Points**

Academic work is measured in terms of letter grades and numerical grade points.

Grade	Grade Point Value	Grade	Grade Point Value	Grade	Grade Point Value
A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

This grading scale was implemented on July 1, 2021. Prior to July 1, 2021, plus or minus grades were specified on the transcript but did not affect calculation of the grade point average.

### **Grades with No Point Value**

The following grades may appear on the transcript but do not impact the GPA as they carry no point value.

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

### **Grade Changes**

Once recorded, a grade of "A" through "F" (or a P/NP grade) can be changed only in the case of clerical or computational error. It is the student's responsibility to bring to the attention of the instructor any error in grades received within one semester following the issued grade. The instructor will submit the grade change to the Registrar. The instructor who assigned the grade should be involved in any appeal procedure concerning grade changes. Late work is not accepted for the purpose of a grade change.

### **Incomplete Grades**

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

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

### **In Progress Grades**

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

### Pass/No Pass Policy- Undergraduate

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

- To earn a “P” the student must complete the requirements of the course with at least the equivalent of a “C” letter grade.
- No more than a total of 12 credits, and no more than six credits in any one term (except internships and student teaching), may be taken P/NP to apply toward graduation.
- Courses in the student’s major or minor (except internships and student teaching) may not be P/NP.
- Students choosing to exercise the P/NP option in a course must process a P/NP form. This form must be completed and on file in the Records Office by the Friday of the tenth week of classes. (This form is available in the Records Office.)
- Once the P/NP option has been elected, it is not possible to request a letter grade at a later date.

### Pass/No Pass Policy- Graduate

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

- To earn a “P” the student must complete the requirements of the course with at least the equivalent of a “B” letter grade.
- Only courses designated as P/NP in the degree Course of Study may be taken as Pass/ No Pass.
- Once the P/NP option has been elected, it is not possible to request a letter grade at a later date.

### Repetition of Courses

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

## HONORS

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

Baccalaureate degree candidates with qualifying GPAs who have completed at least 43 semester credits at Warner Pacific receive confirmation of honors at graduation. The “career” (cumulative) GPA appears on the student’s transcript and is used to calculate the minimum GPA for graduation and qualification for honors at graduation. The career GPA is based on all courses attempted (both in residence and transfer) which are applicable toward graduation with the baccalaureate degree at Warner Pacific. Associate degree candidates and Master degree candidates are not eligible for academic honors at graduation. Undergraduate honors at graduation 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

## ACADEMIC PERFORMANCE

### Satisfactory Progress- Undergraduate

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

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

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

First-time freshmen admitted on academic probation who achieve a GPA of 2.0 or higher in their first semester will move to good standing; those who earn a GPA from 1.0 to 1.999 will remain on probation and be required to participate in an academic support course as well as continue to meet with an academic mentor in their second semester; those who earn a GPA of 0.999 or below will be academically dismissed. Transfer students admitted on academic probation who achieve a GPA of 2.0 or higher in their first semester will move to good standing; those who earn a GPA below 2.0 will be academically dismissed.

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

1. Report to the Director of Student Success during the first week of the semester to develop a plan that identifies and provides a remedy for the current academic difficulties.
2. Meet with the advisor no later than the first week of the semester to review the student’s class schedule and make any necessary adjustments. Students are limited to 13 credits during the semester of academic probation.
3. Enroll in Critical Thinking and Study Skills (CLS 110). If credit has already been earned for CLS 110, the student must enroll in Critical Thinking: Building Habits for Success (CLS 111). CLS 111 may be taken multiple times if needed.
4. Meet with an assigned faculty or staff mentor on a weekly basis throughout the entire semester.
5. Refrain from participation in Student Leadership or other co-curricular activities unless the student has completed a plan of action in conjunction with the Director of Student Success and the Director of Student Leadership. Participation in the co-curricular activity throughout the duration of the term is contingent upon the student’s continued and regular participation in all elements outlined in the plan of action.
6. Refrain from participation in Varsity Athletics unless the student has completed a plan of action in conjunction with the Director of Student Success and the Athletics Director. Participation in Varsity Athletics throughout the duration of the term is contingent upon the student’s continued and regular participation in all elements outlined in the plan of action. Other limitations may be required by the Athletics Department.

Students may appeal their academic probation status in writing to the Registrar for a review with the Academic Policies Committee and may ask their advisor to be present during the review. A student wishing to appeal their status or request an exception to any of the above policies must complete an APC petition no later than the end of the first week of the semester.

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

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

### **Satisfactory Progress- Graduate**

A graduate student must maintain a cumulative GPA of 3.0 to maintain Regular Student status. If a graduate student's cumulative GPA falls below 3.0, the graduate student will be placed on Academic Probation until the GPA returns to at least 3.0.

If a graduate student is on Academic Probation for three consecutive courses (in a cohort-based program), or two consecutive semesters, the student is subject to dismissal. Students placed on academic dismissal are no longer eligible to enroll at the university. Students may appeal their dismissal status in writing to the Registrar for a review with the Academic Policies Committee. If a student wishes to return to Warner Pacific University after previously departing the university on academic dismissal status, then that student must submit an application for readmission to the Office of Admissions. Additional information is provided in the Admissions section of this catalog.

### **Academic Success Resources**

Online resources can be found at <https://www.warnerpacific.edu/academics/support-services/academic-success-center/>

Academic Success provides academic support to students from diverse backgrounds who are majoring in a wide array of liberal arts disciplines by helping them engage in their studies through various tutoring and mentoring services, including the following:

- **Academic Tutoring** – Tutoring at the Academic Success Center provides assistance in the mastery of new material and study techniques for different courses. Tutors are recommended by professors based on their understanding of the subject and hired because they are eager to support the academic needs of their peers. All tutoring sessions are now booked through the Academic Success Center's new online platform, Picktime. Picktime can be easily located and accessed on the Academic Success page of the Warner Pacific University website.
- **Writing Resources** – Because good writing skills are a key component of success in almost every job, the Academic Success Center staff and tutors provide support in the areas of: paper organization, APA formatting, paper review, and grammar assistance. Please note that our staff will work alongside students with their writing, but students must make their own edits and corrections. Students should provide their work to tutors in order to maximize the time spent in the tutoring session.
- **Academic Assistance** – Individual meetings are available to help students strategize ways to achieve their academic goals (setting academic goals, establishing good study habits, developing time management strategies, and test taking, note taking, and other academic skills). Academic Success also provides resources to support classroom success in addition to tools for students to immediately use in their daily courses.
- **Academic Mentoring** – Studies have shown that mentors can play a significant role in student success. Academic mentors are trained members of the Warner Pacific faculty and staff who provide support, accountability, and help de-mystify the college world.
- **Brain Food** – Brain Food is an academic resource program that offers materials to students during the lunch hours. Located between the cafeteria and Tabor Grind, Brain Food offers support for all Warner Pacific students in the following categories: academic, career, and community resources. In the past, these resources have included sentence transition templates, resume and cover letter templates, and additional information for internship programs in the community. Resources rotate each week and previous resources are always made available in both the Student Life Center and Warner Pacific Library.
- **Courses in study skills and critical thinking (CLS 110 and CLS 111).**

### **Setting Aside Past Record**

Warner Pacific University transfer students may petition only one time to have their entire transfer academic record prior to a specified date, including earned credits and GPA, set aside and to start a new baseline. Petitions are submitted in writing to the Registrar and may be submitted either at the time of transfer or after the student has enrolled at Warner Pacific University. The set aside credits may not be applied toward graduation requirements nor will they be applied in calculating academic standing or honors. Thus, a student setting aside 12 credits of "C" and "D" grades, for example, needs to take 12 credits to replace those since the set aside credits may not be counted toward the required 120 credits. Qualification for federal financial aid may be affected.

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

### **Academic Renewal**

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

A student may petition for up to two semesters of Warner Pacific University coursework to be disregarded when at least two years have elapsed since the most recent work to be disregarded was completed. Alternately, a student may petition for up to four semesters of previous Warner Pacific

University coursework to be disregarded when at least five years have elapsed since the most recent work to be disregarded was completed. To petition for academic renewal, the student needs to demonstrate that the work completed in the selected term(s) is not representative of their current academic ability and level of performance. The GPA for the terms of consideration should be considerably lower than the GPA for the student's most recent terms. Additionally, the student must demonstrate their current academic performance through at least one of the following:

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

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

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

## ACADEMIC PETITIONS AND APPEALS

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

### Petitions Regarding Application of Academic Policy

Petitions relating to academic concerns must be in writing. All petitions must include the signature of the student's advisor. This signature does not necessarily mean that the advisor agrees with or supports the petition, but that the advisor is aware of the petitioner's request. Petitions are submitted to the Registrar. Typical petitions include waiver of a particular graduation requirement, acceptance of transfer credits to meet a specific graduation requirement, or other similar types of policy appeals.

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

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

1. A written statement describing the situation is submitted to the appropriate Division Dean.
2. The Division Dean will meet with both the student and the professor to resolve the issue. Should the issue not be resolved at this level and the student or the professor wish to appeal further, step 3 is followed.
3. The student or the professor files an appeal with the Chief Academic Officer. The Chief Academic Officer will request pertinent information from all parties involved and make a recommendation for resolution. Should the issue remain unresolved, the student or the professor may appeal to the Academic Policies Committee (step 4).
4. A petition in writing is submitted by the student or professor to the Academic Policies Committee. The petition will describe the issue involved and the steps taken toward resolution. The Committee will request appropriate documents from the parties involved in steps 1-3. The Committee will hold a hearing on the petition. Parties to the dispute will be granted an opportunity to present their cases and to questioning. After receiving such evidence, the Committee will render a decision. The decision of the Committee is final. No further avenue of appeal is available. The decision of the Committee will be in writing and will remain on file in the office of the Chief Academic Officer and in the student's academic file.

## OTTO F. LINN LIBRARY

The Otto F. Linn Library is the center of research for Warner Pacific University. The Library offers key learning and research resources, providing information literacy instructions and best practices for information harvesting, searching, sharing and copyright oversight.

The Library holds physical collections of over 60,000 items including periodicals, DVDs, and CDs. The Library has licensed many research and course-related databases including EBSCOhost and eBooks. A long index of free, Open Educational Resource (OER) textbooks and related digital materials are also available. As a member of the Orbis Cascade Alliance, a consortium of 39 libraries in Oregon, Washington and Idaho, the Library has access to over 30,000,000 additional items listed in the Alliance's Summit Catalog. Stakeholders can check out items from any participating libraries in person or order them online. Items requested online are delivered via courier to the home library of the requester within a couple of days.

## ONLINE CONSORTIUM COURSES

Warner Pacific University participates in Acadeum, a consortium of like-minded accredited colleges and universities that share online course offerings. A student must be admitted and enrolled in a traditional degree program in order to be eligible for Online Consortium course enrollment during a traditional term (Fall, Spring, or Summer). Online Consortium courses are considered to be "in residence" at Warner Pacific University. The course is recorded on the student's Warner Pacific University transcript and the grade is factored into the institutional GPA. Online Consortium course enrollment must be approved by the student's Advisor and the Records Office.

### Fall and Spring Term Enrollment

A traditional student must be in good academic standing to enroll in an Online Consortium course during the fall or spring term. A maximum of one Online Consortium course may be taken during each fall/spring term. Students are charged an enrollment fee of \$150 per credit for enrollment in an Online Consortium course via Acadeum. This fee is in addition to the standard block tuition rate charged for fall/spring enrollment. Tuition remission and other forms of scholarships do not typically cover this enrollment fee.

### Summer Term Enrollment

A student may enroll in multiple Online Consortium courses during the summer. Students on good academic standing may enroll in a maximum of 18 Online Consortium credits in summer, and students on academic probation may enroll in a maximum of 6 Online Consortium credits in summer. Students will pay the standard per-credit summer tuition rate to enroll in an Online Consortium course. Tuition remission and other forms of scholarships do not typically cover summer tuition.

## Books

Students are responsible for obtaining their own books and materials for Online Consortium courses. The Online Consortium will provide information directly to the student regarding the required books and materials. Many of the online consortium courses have the materials included in the online course. If a physical book is required, the Library is available to assist students in finding affordable book options.

## GRADUATION PROCEDURES

### Application for Graduation

When students are approximately one semester from graduation they begin the application for graduation process with the assistance of the faculty advisor. The student will receive an email from the Registrar with a link to complete the Application for Graduation. The Registrar will review the Application for Graduation to ensure that all requirements for graduation will be met and to notify students in writing of deficiencies. Students may track their progress toward degree completion through My Progress on MyWP, and should discuss any questions or discrepancies with the Advisor.

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

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

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

### Commencement Ceremonies

Because graduation is the culmination of one's academic career and provides an opportunity for the recognition of academic achievement, all graduating students are encouraged to plan their schedules in order to participate in commencement ceremonies. Diplomas are not provided prior to the commencement ceremonies.

## EXITING THE UNIVERSITY

### Leave of Absence

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

### Readmission after Service in the Armed Forces

A student at Warner Pacific University who is a member of the military may experience an interruption in their program attendance due to service obligations such as active duty, reservist training, or other service obligations. Short absences are accommodated, provided that the student works with their advisor and their course professor(s) to develop an acceptable plan for covering the course material that is missed during their absence. Longer absences necessitate a temporary suspension of enrollment. Such a student has a right to be readmitted and reenrolled at the university within one year after release from active duty or reservist training.. The student should present a request for readmission along with verification of active duty/reservist training and official transcripts from any other institutions attended in the interim. Upon receipt of this request and documentation, the student will be promptly readmitted to the same academic status they had when last attending and no readmission fee will be required.

### Exit Interview

Each student leaving Warner Pacific is required to notify the Office of Student Success and Engagement and have an Exit Interview with the Retention Coordinator. Upon completion of this exit process, the Retention Coordinator will file a completed exit form with the Records Office. Students who are exiting permanently must be cleared by the appropriate offices as advised by the Retention Coordinator. An interview with a representative of from Student Accounts is strongly recommended for all exiting students.

### Transferring to Other Institutions

Warner Pacific transcripts may be requested by supplying specific personally-identifying information and a signed release to the Records Office.

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.

## MAJORS/MINORS

### Majors

Majors offer students the opportunity to concentrate their learning in a particular discipline of study, its theory and practice. Completing all specified courses and number of credits for a major is required to earn either the associate or bachelor degree. In general, the bachelor degree major includes a minimum of 40 total credits and 18 upper-division credits. Many majors are larger than this minimum. Specific courses and credit requirements for the majors listed on the following pages appear in the appropriate division descriptions later in this section. Majors in some programs include the possibility of completing additional courses for a special emphasis.

### Duplication of Credit

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

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

### Declaring a Major

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

### Students with a Double Major

Students may declare more than one major at the Records Office. An advisor will be assigned for each major and the student is required to meet all requirements for each major. As described in the duplication of credit policy above, courses may be double-counted to fulfill two different major requirements, provided that a minimum of 12 unique upper-division credits is completed for each major. A student completing multiple majors under the same baccalaureate degree will earn a single degree. A student completing multiple majors under different baccalaureate degrees will earn multiple degrees, provided that the student has met all requirements for each degree.

### Individualized Major

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

1. Secure a petition for an Individualized Program from the Records Office. In consultation with the advisor, a petition is completed. Incomplete petitions will not be considered.
2. The completed petition is submitted to the Registrar who will forward it to the Curriculum Committee for consideration. The Curriculum Committee may refer the petition to the appropriate division/program(s) for review as deemed necessary.
3. All petitions for Individualized Major must be submitted prior to beginning the last 30 credits of residency and the petition approved prior to beginning the last semester of study for the degree.
4. At least 30 semester credits with a cumulative GPA of 2.75 must be completed prior to submission of the petition. Students entering the university with 30-59 credits accepted in transfer must complete at least one semester of full-time study at Warner Pacific before petitioning for an Individualized Major; students who will enter WPU with 60 or more accepted transfer credits must be accepted for admittance and pre-registered for classes before petitioning for an Individualized Major.
5. Proposed majors must include the following minimum requirements: 45 credits: 15 credits in residence, 30 credits upper division

### Minors

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

### Individualized Minor

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

1. Secure a petition for an Individualized Program from the Records Office. Complete the petition in consultation with the advisor and submit it to the appropriate academic division/program for deliberation. Incomplete petitions will not be considered.
2. If the petition is endorsed by the division/program, submit the completed petition to the Registrar who will forward it to the Curriculum Committee for consideration.
3. All petitions for Individualized Minors must be submitted prior to the beginning of the last 30 credits of residency and the petition approved prior to beginning the last semester of study for the degree.
4. Student must have completed a minimum of 30 semester credits and have attained a cumulative GPA of at least 2.75 at the time of submission of the petition. Students transferring fewer than 60 semester credits into Warner Pacific, must complete at least one semester before petitioning for an Individualize Minor. Students transferring in 60 or more semester credits must be accepted for admission and pre-registered for classes before petitioning for an Individualized Minor.

5. At a minimum, proposed Individualized Minors must include the following: 21 semester credits; 12 credits in residence; 9 semester credits upper division course work.
6. No credits used to satisfy a student's major or another minor may be used to satisfy a student's Individualized Minor.
7. Only one Individualized Minor is permitted per student.

## DEGREE REQUIREMENTS

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

### Requirements for the Master's Degree

- ☐ For the M.A.B.T.S., M.Rel., or M.A.T. degree, complete the specific graduation requirements outlined in the program curriculum.

### Requirements for the Baccalaureate Degree

- ☐ For the B.A., B.S., B.S.W., or B.S.N. degree, complete a total of 120 semester credits with a cumulative grade point average of at least 2.0 in all courses taken in residence and accepted in transfer.
- ☐ Earn at least 40 upper division credits (courses numbering 300 and above).
- ☐ Complete General Education Core requirements for the Baccalaureate Degree, achieving a grade of "C-" or better in all required courses.
- ☐ Complete a baccalaureate-level major, achieving a grade of "C-" or better in all required and prerequisite courses. If the student elects to declare a minor, a grade of "C-" or better must also be achieved in all courses required for the minor.
- ☐ Satisfy the following requirements regarding credit earned at Warner Pacific (credit earned in residence):
  - ☐ Earn at least 15 of the semester credits required for the major in residence.
  - ☐ Earn at least 30 of the last 40 semester credits in residence. A waiver of some of the residence requirements may be requested in special circumstances by petitioning the Academic Policies Committee, in consultation with the student's advisor

### Requirements for the Second Baccalaureate Degree

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

- ☐ All credit must be earned subsequent to the granting of the first degree.
- ☐ For the former Warner Pacific student who has completed at least 30 semester credits in residence, at least 20 of the 30 credits must be earned at Warner Pacific. For the new student, all 30 semester credits must be in residence.
- ☐ At least 15 of the 30 semester credits must be upper division courses.
- ☐ Satisfy all specific requirements for the second bachelor degree.

### Requirements for the Associate Degree

- ☐ For the A.A. or A.S., complete a minimum of 60 semester credits with a cumulative grade point average of at least 2.0.
- ☐ Complete General Education Core requirements for the Associate Degree, achieving a grade of "C-" or better in all required courses.
- ☐ Complete an associate-level major, achieving a grade of "C-" or better in all required and prerequisite courses.

## CERTIFICATE PROGRAMS

Several certificated training opportunities are available to students who do not wish to pursue a full degree program. Students may elect to complete either a credit-bearing **Certificate of Mastery** or a non-credit bearing **Certificate of Training**. The courses required for the two programs are the same; students will be required to meet the established participation requirements for their level of enrollment to be eligible to earn the program certificate.

### Certificate of Mastery (COM)

- ☐ Students must apply for admission to the university according to published procedures and meet all course prerequisites within the program.
- ☐ Students will be expected to complete all course requirements (and meet course outcomes) as detailed in the course syllabus.
- ☐ Students will earn regular university credit for the courses completed.
- ☐ All course requirements for the COM must be completed in residence at WPU.
- ☐ Each course within the COM program must be completed with a minimum grade of "C-".
- ☐ Students must earn a COM program GPA of at least 2.75.
- ☐ Upon completion of the program requirements, students will receive a Certificate of Mastery, which will be posted to the official WPU transcript record.
- ☐ Completion of a COM does not result in a degree or diploma, and does not qualify the student to participate in the university commencement ceremonies.
- ☐ Credits earned may be counted as electives toward WPU degree requirements. Students who wish to pursue a major or minor in the area of an already-completed COM program will agree that the certificate will be revoked when the completed courses are applied toward the major or minor requirements.
- ☐ Tuition in the COM program will be the same as that charged of students in the degree-seeking program.
- ☐ Students may elect to change from the COM program (Credit status) to the Certificate of Training (COT) program (Audit status) no later than the last day to withdraw for the course. Any applicable refunds will be calculated based on the regular refund schedule for the course. Once a decision has been made to move from the COM to the COT program, the decision cannot be revoked.
- ☐ Requirements for the COM must be completed within five years of beginning the program.

### Certificate of Training (COT)

- ☐ Students must complete a non-degree seeking application for admission to the university.
- ☐ All courses for the COT must be taken in residence at WP.
- ☐ Students will register with audit status for the courses within the COT program.
- ☐ Students must attend at least 75% of class sessions to receive audit credit that applies toward the COT.
- ☐ Students will attend and participate in class lectures, discussions and activities, but will not be expected to complete exams, out-of class assignments or projects required of students taking the class for university credit.
- ☐ COT students may complete out of class assignments if they choose, but should not expect the instructor to grade their work. Under no circumstances will a student registered with audit status receive a letter grade for the course.
- ☐ A combination of audit and university credits may be applied toward completion of the COT.
- ☐ Students may elect to change from Audit to Credit status no later than the last day to add the course. Additional charges will be applied.
- ☐ Upon completion of the program coursework, students will receive a Certificate of Training. The COT will not be posted on the student's official WP transcript record.
- ☐ Requirements for the COT must be completed within five years of beginning the program.
- ☐ Students will be charged a reduced tuition rate within the COT program.

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

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

- developed a sense of belonging among diverse cohort members;
- developed hope in relation to their academic potential and future outlook;
- increased curiosity through the lens of a particular academic discipline that engages a real world issue in the city and beyond;
- improved reading and writing skills to a level that helps prepare them to engage upper-division courses;
- experienced intentional academic support;
- developed spiritually as part of a community and through intentional mentorship;
- developed a greater sense of purpose regarding their education at WPU and as a human being in the world; and
- transformed their orientation toward academic work and faculty.

### FAITH AND SERVICE CREDITS

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

# Traditional General Education Core Requirements

## GENERAL EDUCATION CORE

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

## CORE THEMES

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

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

**Diverse:** Rather than focusing on just one marker, diversity at Warner Pacific 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.

## STUDENT OUTCOMES

### Cultivating a Christ-Centered Learning Community

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

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

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

### Collaborating With and For Our Urban Environment

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

### Fostering a Liberal Arts Education

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

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

## GENERAL EDUCATION CORE REQUIREMENTS FOR BACCALAUREATE DEGREE

The General Education Core consists of four themes and 16 specific course requirements as outlined below. Transfer courses that are determined to be comparable and parallel to Warner Pacific courses will be applied toward General Education Core requirements. To meet a core requirement, a transfer must be at least 2 semester credits (except PE activity courses, which may be fewer credits).

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

### Total Credits for Core

Courses in the major or minor may be used to meet core requirements. However, each student must complete a total of 30 credits of General Education Core applicable coursework that is separate from coursework for the major or minor. Students who have completed all specific course requirements but lack the 30 overall credits of non-duplicated General Education Core coursework may select additional Core course options from any of the core areas. To encourage students to experience a range of courses, there is a maximum number of participatory classes that will count for Core Credits (Physical Education: 2 credits; Participatory Art and Music: 3 credits).

### Cultivating a Christ-Centered Learning Community

#### Exploration of Spiritual Journey (C1)

- ❑ Take one course from the following:

REL 220 Christian Spiritual Formation

REL 320 Spirituality, Character, and Service

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

#### Foundations of Christian Faith (C2)

- ❑ Take the following course:

BI 151 The Bible as Sacred Story

#### Healthy Lifestyle (C3)

- ❑ Take one PE Activity course (please note that PE 100 Varsity Athletics Workshop does NOT meet this requirement)

**PLUS**

- ❑ Take one of the following courses:

HE 150 Personal Health and Fitness

HE 210 Stress Management

NURS 336 Health Assessment and Health Promotion (for BSN students only)

PSY 441 Stress, Trauma, & Self-Care

*Students entering WPU with freshman or sophomore class standing (less than 60 semester credits) will take **both** the Foundations of Christian Faith (C2) requirement **and** the Healthy Lifestyle (C3) requirement.*

*Students entering WPU with junior or senior class standing (60 semester credits or more) may choose **either** the Foundations of Christian Faith (C2) requirement **or** the Healthy Lifestyle (C3) requirement.*

#### Ethics (C4)

- ❑ Take one course from the following:

BUS 290 Ethics, Social Issues, & Responsibility

HUM 200 Ethics in Practice

PHIL 300 Ethics

SRM/PHIL 250 Sports Ethics

SW 200 Exploring Social Work

TH 310 Christian Ethics

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

#### Appreciation of Diversity (D1, D2)

- ❑ Take one course from the following:

ED 353 Cultural Diversity

HE 340 Current Health Issues

HIS 206 Immigration & the Borderlands

MUS 242 Global Worship Through the Arts

PS 355 International Relations

REL/SOC 310 Religions of the World

SOC 340 Race and Ethnic Relations

SRM 260 Sociology in Sport

SS 351 Cultural Anthropology

SW 485 Human Trafficking

### Collaborating With and For Our Urban Environment

#### Urban Life (U1, U2)

- ❑ Take one course from the following:

BIO 216 Urban Ecology

EN 245/345 Urban Literature

ENV 450 Urban Resources & Sustainability

HIS 370 History of the American City

PS 140 Intro to Politics & American Government  
 PS 200 Found of American Legal System  
 SE 311 Entrepreneurial Lead in Urban Context  
 SOC 140 Principles of Sociology  
 SOC 345 Social Problems & Public Policy  
 SOC 350 Social Psychology  
 SOC 360 Urban Sociology  
 SRM 340 Sports Psychology  
 URB 140 Introduction to the City  
 URB 160 FYLC Topics

## Fostering a Liberal Arts Education

### Written Communication (L1)

- ☐ Take EN 111 English Composition I
- ☐ Take EN 112 English Composition II

### Information Literacy & Research (L2)

- ☐ Take ILR 300 Advanced Information Literacy and Research

### Interdisciplinary Thinking (L3)

- ☐ Take one course from the following:  
 HUM 310 Exploring the Human Condition  
 HUM 410 Senior Humanities Seminar  
*Note: Transfer coursework is not accepted to meet this requirement.*

### Information Technology (L4)

- ☐ Take one course from the following:  
 BUS 223 Introduction to Microsoft Office  
 CMPT 100 Computer Information/Literacy  
 CMPT 155 Introduction to Electronics & Physical Computing  
 COMM 250 Introduction to Digital Media  
 COMM 265 Introduction to Web Design  
 ED 240 Integrating Educational Technology in the Classroom  
 IT 101 Foundation and Fluency with Information Technology  
 MA 242 Introduction to Statistics

### Scientific Reasoning (L5)

- ☐ Take one course from the following:  
 BIO 121 Intro to Anatomy & Physiology  
 BIO 211 General Biology I  
 BIO 212 General Biology II  
 BIO 215/315 Malheur Natural History Studies  
 BIO 216 Urban Ecology  
 BIO 221 Human Anatomy & Physiology I  
 CHEM 111 Intro to Chemistry  
 CHEM 211 General Chemistry I  
 ENV 105 Intro to Environmental Science  
 PHS 101 Intro to Physical Science  
 PHS 230 Geology

### Quantitative Reasoning (L6)

- ☐ Take one course from the following:  
 MA 104 Math for Liberal Arts  
 MA 111 College Algebra  
 MA 115 Precalculus  
 MA 211 Fundamentals of Elementary Math I  
 MA 242 Introduction to Statistics  
 OR demonstrate mathematics proficiency by SAT Math score of 650+ or ACT Math score of 28+

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

- ☐ Take a minimum of 2 credits from the following:  
 ART 115 Calligraphy  
 ART 120 Introduction to Photography  
 ART 250/350 History of Art  
 COMM/EN 150/350 Poetry & Fiction  
 COMM/EN 151/351 Creative Nonfiction  
 DR/EN 220 World Theatre  
 DR/EN 250/349 Understand Film & Its Forms  
 EN 215/315 Global Literature

FA/URB 235 The City & the Arts  
 HIS 221 Apartheid & Genocide  
 HIS 222 Latin American Politics & Social Change  
 MUS 115/315 Wind Ensemble  
 REL 330 Church History I  
 REL 370 Church History II  
 PSY 401 History & Systems

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

- ☐ Take one course from the following:
- BUS 261 Org Writing & Presentations
  - BUS 310 Management Theory & Practice
  - BUS 321 Organizational Behavior & Design
  - COMM 200 Interpersonal Communication
  - COMM 220 Public Speaking
  - COMM 230 Intercultural Communication
  - EC 203 Economics
  - ED 281 Curriculum Planning and the Role of the Teacher
  - HD 311 Prenatal/Early Child Development
  - HD 312 Mid-Child/Adolescent Development
  - HD 313 Adult Development, Aging & Dying
  - HD 314 Parenting Through the Life Cycle
  - MKTG 242 Marketing
  - PHIL 201 Introduction to Philosophy
  - PHIL 211 Logic
  - PSY 392/492 Internship
  - SOC/REL 240 Intro to Peace Studies
  - SOC/TH 370 Community Engagement: Tools for Social Change
  - SS 335 Restorative Justice
  - SS/BUS 380 Conflict Resolution

## GENERAL EDUCATION CORE REQUIREMENTS FOR THE ASSOCIATE DEGREE

The Associate General Education Core consists of four themes and 13 course requirements. Transfer courses that are determined to be comparable and parallel to Warner Pacific courses will be applied toward General Education Core requirements. To meet a core requirement, a transfer course must be at least 2 semester credits (except PE activity courses, which may be fewer credits).

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

### Total Credits for Core

Courses in the major may be used to meet core requirements. However, each student must complete a total of 21 credits of General Education Core applicable coursework that is separate from coursework for the associate degree major. Students who have completed all specific course requirements but lack the 21 overall credits of non-duplicated General Education Core coursework may select additional Core course options from any of the core areas. To encourage students to experience a range of courses, there is a maximum number of participatory classes that will count for Core Credits (Physical Education: 2 credits; Participatory Art and Music: 3 credits).

### Required Core Areas

- |                                                             |                          |                                                                      |
|-------------------------------------------------------------|--------------------------|----------------------------------------------------------------------|
| Exploration of Spiritual Journey (C1)                       | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |
| Foundations of Christian Faith (C2)                         | <input type="checkbox"/> | Take BI 151 The Bible as Sacred Story                                |
| Healthy Lifestyle (C3) - Activity course                    | <input type="checkbox"/> | Take one PE Activity course (PE 100 does not apply):                 |
| Healthy Lifestyle (C3) - Health Theory course               | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |
| Appreciation of Diversity (D1, D2)                          | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |
| Urban Life (U1, U2)                                         | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |
| Written Communication (L1)                                  | <input type="checkbox"/> | Take EN 111 English Composition I                                    |
| Written Communication (L1)                                  | <input type="checkbox"/> | Take EN 112 English Composition II                                   |
| Information Technology (L4)                                 | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |
| Scientific Reasoning (L5)                                   | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |
| Quantitative Reasoning (L6)                                 | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |
| Historical and Cultural Knowledge and Practice (L7, L8, L9) | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |
| Critical Thinking and Strategic Action (L10, L11, L12, L13) | <input type="checkbox"/> | Take one course from the list of options for the Baccalaureate core. |

## DIVISION OF ARTS AND SOCIAL AND BEHAVIORAL SCIENCES

*The Division of Arts and Social and Behavioral Sciences embodies a community of transformation that draws from the narratives and exemplars of the humanistic tradition, the university's founding theological roots, and the studies of social and behavioral sciences. The Division helps students experience and participate in the redemption of self and world, primarily through the discovery, cultivation, and use of their voice in the many aesthetic, cultural, professional, and relational contexts in which they find themselves. The mission of the Division is to equip students to be knowledgeable in their field(s) of study; congruent in their integrity between professional preparation and personal lives; skilled in their areas of concentration; and integrated in their approach to faith and their discipline.*

**Division Dean:** Dr. James Frost

**Baccalaureate Degree Majors:** American Studies, Criminal Justice, Digital Media and Communications, English Language Arts, Human Development, Human Development and Family Studies, Liberal Studies, Ministry and Community Engagement, Psychology, Social Science, Social Studies

**Dual Baccalaureate Degree:** B.S. in Criminal Justice and Bachelor of Social Work (B.S.W.) Dual Degree program, offered in collaboration with the Division of Social Work

**Minors:** American Studies, Biblical and Theological Studies, Christian Ministries, Communications, Criminal Justice, English, History, Human Development, Ministry for Community Engagement, Peace Studies, Philosophy, Political Science, Psychology, Sociology, Trauma Intervention, Urban Studies

**Associate Degree Majors:** General Studies, Social Science

**Certificate Programs:** Certificate in Biblical and Theological Foundations for Ministry, Certificate in Ministry Practice for Community Engagement, Certificate in Ministry Leadership and Practice, Certificate in Family Life Education

**Masters Degrees:** Master of Arts in Biblical and Theological Study, Master of Religion

**Major/Minor Course Statute of Limitations:** Social and behavioral science courses must have been completed within five years, arts and humanities courses within ten years.

**Course Subject Areas:** Art, Biblical Studies, Christian Ministries, Communications, English Language Arts, Family Studies, Fine Arts, History, Human Development, Humanities, Missions, Music, Philosophy, Political Science, Psychology, Religion, Sociology, Social Science, Theology, Urban Studies

### BACCALAUREATE DEGREE MAJORS

#### B.A. in AMERICAN STUDIES

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

<input type="checkbox"/> HUM 385	Critical and Cultural Theory	3
<input type="checkbox"/> HUM 391/392/393	Humanities Internship	2-5
Select 27 credits from the following:		
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> EN 245/345	Urban Literature	3
<input type="checkbox"/> HIS 260	History of Religion in the U.S.	3
<input type="checkbox"/> HIS 360	Church History II	3
<input type="checkbox"/> HIS/URB 370	History of the American City	3
<input type="checkbox"/> PS 140	Intro to Politics and American Government	3
<input type="checkbox"/> PS 200	Foundations of the American Legal System	3
<input type="checkbox"/> PS 315	Governing States and Communities	3
<input type="checkbox"/> PS/SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/> SOC 340	Race and Ethnic Relations	3

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

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

## B.S. in CRIMINAL JUSTICE

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

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

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

### Other Recommended Courses:

EN 245/345	Urban Literature	SOC/TH 370	Community Engagement: Social Change
HD 320	Human Sexualities	SS/COMM 200	Interpersonal Communication
HUM 200	Ethics in Practice	SS/BUS 380	Conflict Resolution
PHIL 300	Ethics	SW 482	Child Welfare
PSY 340	Emotional First Aid	SW 485	Human Trafficking and Human Rights
PSY 341	Trauma Intervention Program Training Academy	URB 140	Introduction to the City
PSY 441	Stress, Crisis, Trauma, and Self Care	URB/FA 235	The City and the Arts

### Learning Outcomes for the Criminal Justice Major:

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

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

## DUAL DEGREE: B.S. in CRIMINAL JUSTICE and BACHELOR OF SOCIAL WORK (BSW)

This program provides an opportunity for students to graduate with two degrees, a BS degree in Criminal Justice and a baccalaureate degree in Social Work (BSW). This program is offered as a collaboration between the Division of Arts and Social and Behavioral Sciences and the Division of Social Work. For the listing of the program curriculum, please see the "Social Work" section of this catalog.

## B.S. in DIGITAL MEDIA AND COMMUNICATIONS

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

<input type="checkbox"/> ART 120	Introduction to Photography	2
<input type="checkbox"/> COMM 220	Public Speaking	3
<input type="checkbox"/> COMM 150/350	Poetry and Fiction	
<b>OR</b> COMM 151/351	Creative Nonfiction	
<b>OR</b> One Literature Course		3
<input type="checkbox"/> COMM 200	Interpersonal Communication	
<b>OR</b> COMM 230	Intercultural Communication	2-3
<input type="checkbox"/> COMM 250	Introduction to Digital Media	3
<input type="checkbox"/> COMM 255	Introduction to Audio Recording	2
<input type="checkbox"/> COMM 265	Introduction to Web Design	3
<input type="checkbox"/> COMM 266	Web Design and Implementation	3

<input type="checkbox"/> COMM 300	Communication Theory	3
<input type="checkbox"/> COMM 310	Writing Across Media	3
<input type="checkbox"/> COMM/CM 312	Design Thinking and Entrepreneurship	3
<input type="checkbox"/> COMM 360	Video Production and Editing	3
<input type="checkbox"/> COMM 380	Motion Graphics and Animation	3
<input type="checkbox"/> COMM 381	Social Media and Analytics	3
<input type="checkbox"/> COMM 390	Visual Communication	3
<input type="checkbox"/> COMM 400	Digital Media Capstone	3
<input type="checkbox"/> COMM 450	Communication Ethics	3
<input type="checkbox"/> COMM 490	Digital Media Internship	3

#### Other Recommended Courses:

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

#### Program Outcomes

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

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

## TEACHER LICENSURE, ENGLISH LANGUAGE ARTS

Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in English Language Arts may apply to the Master of Arts in Teaching program (see page 70).

### B.A. in ENGLISH LANGUAGE ARTS

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

<input type="checkbox"/> EN 215/315	Global Literature	3
<input type="checkbox"/> EN 245/345	Urban Literature	3
<input type="checkbox"/> EN 250/349	Understanding Film and its Forms	3
<input type="checkbox"/> EN 335	Epic Literature and Mythology	3
<input type="checkbox"/> EN 350	Creative Writing: Poetry and Fiction	3
<input type="checkbox"/> EN 351	Creative Writing: Nonfiction	3
<input type="checkbox"/> EN 360	Shakespeare	3
<input type="checkbox"/> EN 370	Nature and Structure of English Language	3
<input type="checkbox"/> EN/ED 341	Literature for Children	
<b>OR</b> EN/ED 343	Literature for Adolescents and Young Adults	3
<input type="checkbox"/> HUM 385	Critical and Cultural Theory	3
<input type="checkbox"/> ED 260	Human Development & Learning Theory for P-12	
<b>OR</b> HD 330 and PSY 420		
<b>OR</b> HD 311 and HD 312 and PSY 420		4-9
<input type="checkbox"/> HUM 391/92/93	Humanities Internship	
<b>OR</b> ED 515U	Classroom Management with Practicum	
<b>AND</b> ED 535U	Curriculum Planning & Instruction w/ Practicum	3-5

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

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

## B.S. in HUMAN DEVELOPMENT

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

Prerequisite: 3 credits

<input type="checkbox"/> PSY 140	General Psychology	3
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Major Requirements; 42-43 credits: 15 credits in residence, 21 credits upper division.

<input type="checkbox"/> HD 311	Prenatal through Early Childhood	3
<input type="checkbox"/> HD 312	Mid-Child through Adolescent	3
<input type="checkbox"/> HD 313	Adult Development, Aging and Dying	3
<input type="checkbox"/> HD 314	Parenting through the Life Cycle	3
<input type="checkbox"/> HD 320	Human Sexualities	3
<input type="checkbox"/> PSY 392/492	Junior/Senior Internship	3
<input type="checkbox"/> PSY 420	Learning Theory	3
<input type="checkbox"/> PSY 441	Stress, Crisis, Trauma & Self-Care	3
<input type="checkbox"/> SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/> SOC 340	Race and Ethnic Relations	
<input type="checkbox"/> <b>OR</b> SS 353	Cultural Diversity	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> Elective credits chosen with advisor from list below		8-9
HE 210	Stress Management (2)	
HE 240	Nutrition (3)	
PSY 314	Abnormal Psychology (3)	
PSY 402	Personality Theory (3)	
PSY 430	Counseling Theory (3)	
SOC/PSY 350	Social Psychology (3)	
SOC 382	Marriage and Contemporary Family Issues (3)	
SS 353	Cultural Diversity (3)	
SS/BUS 380	Conflict Resolution (3)	
SRM 240	Fundamentals of Coaching (3)	
SRM 260	Sociology in Sport (3)	
SRM 340	Sports Psychology (3)	

### Learning Outcomes for the Human Development Major

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

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

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

*Students graduating with Human Development and Family Studies from WPU is also eligible to receive an additional qualification – provisional certification as a Family Life Educator from the National Council on Family Relations. (see page 56.)*

Prerequisites: 6 credits

<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3

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

<input type="checkbox"/> COMM 200	Interpersonal Communication	2
<input type="checkbox"/> HD 311	Prenatal/Early Childhood Development	3
<input type="checkbox"/> HD 312	Mid-Child/Adolescent Development	3
<input type="checkbox"/> HD 313	Adult Development, Aging and Dying	3
<input type="checkbox"/> HD 314	Parenting Through the Life Cycle	3
<input type="checkbox"/> HD 320	Human Sexualities	3
<input type="checkbox"/> HD 480	Family Resource Management	2
<input type="checkbox"/> PSY 320	Family Life Education Methodology	2
<input type="checkbox"/> PSY 392	Junior Internship	

<b>OR</b> PSY 492	Senior Internship	3
<input type="checkbox"/> PSY 420	Learning Theory	3
<input type="checkbox"/> SOC 310	Religions of the World	3
<input type="checkbox"/> SOC 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC 345	Social Problems and Public Policy	
<b>OR</b> SW 482	Child Welfare	2-3
<input type="checkbox"/> SOC 382	Marriage and Contemporary Family Issues	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4

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

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

#### B.A. in LIBERAL STUDIES

39 credits (minimum): 24 credits in residence, 21 upper division. None of these credits may be used to satisfy another major in the Division.

<input type="checkbox"/> EN 350	Creative Writing: Poetry and Fiction	
<b>OR</b> EN 351	Creative Writing: Creative Nonfiction	3
<input type="checkbox"/> PHIL 201	Intro to Philosophy	3
<input type="checkbox"/> PHIL 300	Ethics	3
<input type="checkbox"/> Upper Division Literature elective		3
<input type="checkbox"/> Upper Division History elective		3
<input type="checkbox"/> Math/Science elective from BIO, CHEM, ENV, MA, PHS, PHY		3-4
<input type="checkbox"/> Religion elective from BI, CM, MIS REL, TH		3
<input type="checkbox"/> Social Science elective from PS 355, SOC/TH 370, SOC 382, URB/HIS 370, URB/SOC 390		3

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

#### Human Services Emphasis:

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

#### Humanities Emphasis:

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

#### Leadership Emphasis:

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

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

- Demonstrate a multidisciplinary approach to learning in academic and urban contexts. Understand the interpretive perspectives, methods, and content within different fields of study, including the Humanities, Religious Studies, Math and Natural and Social Sciences.
- Analyze the interpretive perspectives, methods, and content within different fields and contexts of study.
- Prioritize and propose effective multidisciplinary responses to personal, professional and social challenges.
- Transform culture by engaging aesthetic urban contexts and communities.
- Demonstrate focused disciplinary knowledge or practical skills in one of the following areas: Human Services, Humanities, Leadership.

## B.A. in MINISTRY AND COMMUNITY ENGAGEMENT

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

<input type="checkbox"/> BI 310 +315	Studying + Teaching the Old Testament	3+3
<input type="checkbox"/> BI 320 +325	Studying + Teaching the New Testament	3+3
<input type="checkbox"/> CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/> CM 260	Ministry Field Ed.: Ministry of Care	3
<input type="checkbox"/> CM 311	Ministry Field Ed.: Community Development & Organizing	3
<input type="checkbox"/> CM/COMM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/> CM 345	Methods and Practice of Public Communication for Ministry	3
<input type="checkbox"/> CM 400	Ministry Integrative Capstone	3
<input type="checkbox"/> REL/SOC 310	Religions of the World	3
<input type="checkbox"/> REL 330 + 370	Church History I + II	3+3
<input type="checkbox"/> TH 310	Christian Ethics	3
<input type="checkbox"/> TH 401 + 402	Constructive Theology I + II	3+3

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

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

## B.S. in PSYCHOLOGY

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

Prerequisite: 3 credits

<input type="checkbox"/> PSY 140	General Psychology	3
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Major Requirements: 39-40 credits: 21 credits in residence, 24 credits upper division.

<input type="checkbox"/> HD 311	Prenatal through Early Childhood	3
<input type="checkbox"/> HD 312	Mid-Child through Adolescent	3
<input type="checkbox"/> HD 313	Adult Development, Aging, and Dying	3
<input type="checkbox"/> HD 320	Human Sexualities	3
<input type="checkbox"/> PSY 314	Abnormal Psychology	3
<input type="checkbox"/> PSY/SOC 350	Social Psychology	3
<input type="checkbox"/> PSY 401	History and Systems	3
<input type="checkbox"/> PSY 402	Personality Theory	3
<input type="checkbox"/> PSY 416	Psychological Testing/Assessment	3
<input type="checkbox"/> PSY 420	Learning Theory	3
<input type="checkbox"/> PSY 430	Counseling Theory	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4

Select one of the following courses:

<input type="checkbox"/> PSY/BUS 321	Organizational Behavior	3
<input type="checkbox"/> SW 379/479	Selected Topics	2
<input type="checkbox"/> SW 481	Family Violence Across the Lifespan	2
<input type="checkbox"/> SW 482	Child Welfare	2
<input type="checkbox"/> SW 485	Human Trafficking and Human Rights	3

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

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

## B.S. in SOCIAL SCIENCE

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

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

<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> PS 140	Introduction to Politics and American Government	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	3-4
<b>OR</b> EDPSY 395	Observation, Assessment and Evaluation	
<input type="checkbox"/> One of the following courses :		3
SS/PS 355	Issues in International Relations (3)	
SOC 340	Race and Ethnic Relations (3)	
SOC 345	Social Problems and Public Policy (3)	
SOC/TH 370	Community Engagement: Tools for Social Change (3)	
SOC 382	Marriage and Contemporary Family Issues (3)	
<input type="checkbox"/> Electives in HIS, EC, PSY, PS, SOC, SS, SW, HD, URB		22-23
(may include up to 10 credits duplicated with Business Administration major, chosen with advisor)		

### Learning Outcomes for the Social Sciences Major

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

## TEACHER LICENSURE, SOCIAL STUDIES

*Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Social Studies may apply to the Master of Arts in Teaching program (see page 70).*

## B.A. in SOCIAL STUDIES

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

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

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

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

## MINORS

### MINOR in AMERICAN STUDIES

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

### MINOR in BIBLICAL AND THEOLOGICAL STUDIES

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

<input type="checkbox"/> BI 310 +315	Studying + Teaching the Old Testament	3+3
<input type="checkbox"/> BI 320 +325	Studying + Teaching the New Testament	3+3
<input type="checkbox"/> REL 330 + 370	Church History I + II	3+3
<input type="checkbox"/> TH 401 + 402	Constructive Theology I + II	3+3

### MINOR in CHRISTIAN MINISTRIES

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

<input type="checkbox"/> CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/> CM 260	Ministry Field Ed.: Ministry of Care	3
<input type="checkbox"/> CM 311	Ministry Field Ed.: Community Development & Organizing	
<input type="checkbox"/> <b>OR</b> CM/COMM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/> CM 345	Methods and Practice of Public Comm for Ministry	3
<input type="checkbox"/> BI 310	Studying the Old Testament	3
<input type="checkbox"/> BI 320	Studying the New Testament	3
<input type="checkbox"/> TH 310	Christian Ethics	3
<input type="checkbox"/> TH 401	Constructive Theology I	3

### MINOR in COMMUNICATIONS

Prerequisites: EN 111+112. 23 credits required, 12 credits in residence, 12 credits upper division.

<input type="checkbox"/> COMM 220	Public Speaking	3
<input type="checkbox"/> DR/EN 349	Understanding Film and its Forms	3
<input type="checkbox"/> COMM 200	Interpersonal Communications	2
<input type="checkbox"/> EN 350	Creative Writing: Poetry and Fiction	
<input type="checkbox"/> <b>OR</b> EN 351	Creative Writing: Creative Nonfiction	3
<input type="checkbox"/> BUS/COMM 261	Organizational Writing and Presentations	3
<input type="checkbox"/> Electives: Choose 9 credits from the following		9
BUS/PSY 321, BUS/SS 380, HUM 385, REL/SOC 310, SOC 345, SS 351, PSY 430		

### MINOR in CRIMINAL JUSTICE

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

#### Courses:

<input type="checkbox"/> PS 200	Foundations of the American Legal System	3
<input type="checkbox"/> SOC 250	Criminology	3
<input type="checkbox"/> SOC 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/> SOC 390	Poverty in the Urban Context	
<input type="checkbox"/> <b>OR</b> SOC 360	Urban Sociology	3
<input type="checkbox"/> Electives: Choose 3 credits from the following		3
PSY 441, SW 485, SS/REL 335		

### MINOR in ENGLISH

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

<input type="checkbox"/> EN 215/315 <b>OR</b> 245/345	Global Literature <b>OR</b> Urban Literature	3
<input type="checkbox"/> EN 250/349	Understanding Film and its Forms	3
<input type="checkbox"/> EN 350 <b>OR</b> 351	Creative Writing: Poetry and Fiction <b>OR</b> Nonfiction	3
<input type="checkbox"/> EN 360	Shakespeare	3
<input type="checkbox"/> EN 335	Epic Literature and Mythology	3
<input type="checkbox"/> HUM 385	Critical and Cultural Theory	3

## MINOR in HISTORY

18 credits: 9 credits in residence.

<input type="checkbox"/> HUM 385	Critical and Cultural Theory	3
<input type="checkbox"/> Electives in History		15

## MINOR in HUMAN DEVELOPMENT

Prerequisite: PSY 140

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

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

## MINOR in MINISTRY AND COMMUNITY ENGAGEMENT

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

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

## MINOR in PEACE STUDIES

19-21 credits: 12 credits in residence, 12 credits upper division.

<input type="checkbox"/> REL/SOC 240	Introduction to Peace Studies	3
<input type="checkbox"/> HUM 200	Ethics in Practice	3
<input type="checkbox"/> SS 351	Cultural Anthropology	3
<input type="checkbox"/> PSY 392/492	Internship	3
<input type="checkbox"/> Electives: Choose 3 credits from the following		3
PHIL 300, PS/SOC 345, REL/SOC 310, TH/SOC 370, SW 481, SS/REL 335		
<input type="checkbox"/> Choose one of the following options		5-6
Micro Level Focus: SS/COMM 200 Interpersonal Communication (2) and SS/BUS 380 Conflict Resolution (3)		
Macro Level Focus: COMM 300 Communication Theory (3) and PS 355 International Relations (3)		

## MINOR in PHILOSOPHY

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

<input type="checkbox"/> PHIL 201	Introduction to Philosophy	3
<input type="checkbox"/> PHIL 300	Ethics	3
<input type="checkbox"/> PHIL 350	History of Western Philosophy	3
<input type="checkbox"/> Electives: Choose 9 credits from the following		9
EN 370, HUM 385, PHIL 211, PHIL 379, PSY 401, REL/SOC 310, TH 310		

## MINOR in POLITICAL SCIENCE

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

<input type="checkbox"/> PS 140	American Government	3
<input type="checkbox"/> PS 200	Foundations of the American Legal System	3
<input type="checkbox"/> PS 315	Governing States and Communities	3
<input type="checkbox"/> Electives: Choose 6 credits from the following		6
PS 355, BUS/COMM 261, BUS 303, BUS 310, BUS/PSY 321, EC 203, SOC 345		

## MINOR in PSYCHOLOGY

Prerequisite: PSY 140

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

<input type="checkbox"/> EDPSY 416	Educational and Psychological Testing and Assessment	3
<input type="checkbox"/> PSY 314	Abnormal Psychology	3
<input type="checkbox"/> PSY 401	History and Systems of Psychology	3
<input type="checkbox"/> PSY 402	Personality Theory	3
<input type="checkbox"/> PSY 430	Counseling Theory and Techniques	3

## MINOR in SOCIOLOGY

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

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

## MINOR in TRAUMA INTERVENTION

Prerequisite: PSY 140

21 credits: 15 credits in residence, 12 credits upper division.

<input type="checkbox"/> SS/COMM 200	Interpersonal Communications	2
<input type="checkbox"/> SW 481 <b>OR</b> SW 485	Family Violence Across the Life Span <b>OR</b> Human Trafficking	2-3
<input type="checkbox"/> PSY 314	Abnormal Psychology	3
<input type="checkbox"/> PSY 340	Emotional First Aid Seminar	1
<input type="checkbox"/> PSY 341	Trauma Intervention Program Training	4
<input type="checkbox"/> PSY 430	Counseling Theory	3
<input type="checkbox"/> PSY 441	Stress, Crisis, Trauma, and Self Care	3
<input type="checkbox"/> PSY 392/492	Internship	3

## MINOR in URBAN STUDIES

Prerequisite: SOC 140. 8 credits: 9 credits in residence, 12 credits upper division.

<input type="checkbox"/> URB 140	Introduction to the City	3
<input type="checkbox"/> SOC 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC 360	Urban Sociology	3
<input type="checkbox"/> SOC 390	Poverty in the Urban Context	3
<input type="checkbox"/> Electives: Choose 6 credits from the following		6

BIO 216, PS/SOC 345, URB/FA 235, URB/EN 245/345, SE 311, URB/HIS 370, PS 355, URB/SS 403

## ASSOCIATE DEGREE MAJORS

### A.A. in GENERAL STUDIES

27 credits; 15 credits in residence

Arts, Humanities, & Religion

<input type="checkbox"/> At least 6 credits from Arts & Humanities (FA, HIS, HUM, MUS, PHIL)	6
<input type="checkbox"/> At least 3 credits from Bible and Religion (BI, REL)	3

Natural Sciences, Mathematics & Health

<input type="checkbox"/> At least 6 credits from Math & Science (BIO, CHEM, ENV, MA, PHS, PHY)	6
<input type="checkbox"/> At least 3 credits from Health & PE (HE, PE)	3

Social Sciences & Business

<input type="checkbox"/> At least 6 credits from Social Sciences (HD, PS, PSY, SOC, SS, SW, URB)	6
<input type="checkbox"/> At least 3 credits from Business, Comm, & Economics (BUS, COMM, EC)	3

To complete the A.A. Degree, students must also complete a total of 60 credits and all A.S. core requirements. Students may use courses from the associate degree major to meet core requirements. However, each student must complete a total of 21 credits of General Education Core applicable coursework that is separate from the coursework for the associate degree major.

### A.S. in SOCIAL SCIENCE

*The Associate of Arts in Social Science is a degree concentrating on exposure to the social sciences. The degree is suitable for transfer into a bachelor degree and meets the needs of students who desire a well-rounded two-year degree in the social sciences.*

27 credits; 18 credits in residence

<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> PS 140	American Government	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3
<input type="checkbox"/> Political Science elective		3
<input type="checkbox"/> History elective		3
<input type="checkbox"/> Social Science electives (chosen in consultation with advisor)		9

To complete the A.S. Degree, students must also complete a total of 60 credits and all A.S. core requirements. This major includes 3 courses that will also apply to the A.S. core requirements: EC 203 (Critical Thinking), PS 140 or SOC 140 (Urban Life), and History Elective (Historical Knowledge).

CERTIFICATE PROGRAMS

CERTIFICATE IN FAMILY LIFE EDUCATION

Warner Pacific University offers the opportunity for students majoring in Human Development and Family Studies to receive certification in Family Life Education with the National Council on Family Relations (NCFR). This nationally acknowledged certification provides recognition to those who want to help individuals and families learn skills for leading productive and satisfying lives.

Certified Family Life Educators (CFLE) possess knowledge and expertise in the following Family Substance areas:

Families in Society	Internal Dynamics of Families
Human Growth and Development over the Lifespan	Human Sexuality
Interpersonal Relationships	Family Resource Management
Parent Education and Guidance	Family Law and Public Policy
Ethics	Family Life Education Methodology

Graduates of Warner Pacific University with the CFLE designation are qualified for preventive work in such vocations as community education, curriculum and research development, health care, counseling, church family life ministries and military family support.

The certification process involves:

1. Completing the Human Development and Family Studies Degree.
2. Applying for provisional certification via NCFR.
3. Receiving full certification after working for two years in a family-related field.

The Human Development and Family Studies Degree includes the following coursework: 41-42 credits, 15 credits in residence, 18 credits upper division. Required:

Specified Core Requirements:

<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3

Major Core:

<input type="checkbox"/> HD 311	Prenatal/Early Childhood Development	3
<input type="checkbox"/> HD 312	Mid-Childhood/Adolescent Development	3
<input type="checkbox"/> HD 313	Adult Development, Aging and Dying	3
<input type="checkbox"/> HD 320	Human Sexualities	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> SOC 340	Race and Ethnic Relations	3

Family Studies Courses:

<input type="checkbox"/> SS/COMM 200	Interpersonal Communication	2
<input type="checkbox"/> PSY 320	Family Life Education Methodology	2
<input type="checkbox"/> PSY 420	Learning Theory	3
<input type="checkbox"/> HD 314	Parenting Through the Life Cycle	3
<input type="checkbox"/> REL/SOC 310	Religions of the World	3
<input type="checkbox"/> SOC 345 <b>OR</b> SW 482	Social Problems/Public Policy <b>OR</b> SW 482 Child Welfare	2-3
<input type="checkbox"/> SOC 382	Marriage and Contemporary Family Issues	3
<input type="checkbox"/> HD 480	Family Resource Management	2
<input type="checkbox"/> PSY 392 <b>OR</b> PSY 492	Junior Internship <b>OR</b> Senior Internship	3

Post-Baccalaureate CFLE Students

Students who have already earned a baccalaureate degree, but wish to pursue certification with National Council on Family Relations' Certificate in Family Life Education through Warner Pacific University, will be academically evaluated on an individual basis in reference to the total number of credits earned. This will be flexible, based on the student's undergraduate work and the degree attained.

CERTIFICATE IN BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MINISTRY

The Certificate in Biblical and Theological Foundations for Ministry (24 credits) is offered for those engaged in ministry and desiring additional training. This certificate is designed to provide those enrolled with scholarly and practical tools for engaging biblical, historical and theological texts; strengthened proficiency for engaging the study and presentation of biblical texts and theological ideas for the formation of individuals and communities; understanding of figures and events that have shaped the story of the Christian church, its ideas, and its practices across times and places; and opportunities to identify, analyze, and construct their theological worldviews. These tools are useful for personal growth as well as professional development in biblical and theological studies for ministry.

<input type="checkbox"/> BI 310 +315	Studying + Teaching the Old Testament	3+3
<input type="checkbox"/> BI 320 +325	Studying + Teaching the New Testament	3+3
<input type="checkbox"/> REL 330 + 370	Church History I + II	3+3
<input type="checkbox"/> TH 401 + 402	Constructive Theology I + II	3+3

After completing the certificate program, persons will be able to:

- Demonstrate qualities of loving character in relating to God, self, "other," and the world.
- Work communally and collaboratively.
- Use scholarly methods to study and analyze biblical, historical, and theological texts.
- Utilize a Wesleyan theo-ethical approach to construct and evaluate their own theological values and sources and to determine the concrete implications of those.
- Describe and evaluate major figures and events in the history of the Christian church in context and assess their influence on the church today.
- Integrate their educational journey with their emerging ministry path.

## CERTIFICATE IN MINISTRY LEADERSHIP AND PRACTICE

The Certificate in Ministry Leadership and Practice (30 credits) is offered for those engaged in contextual ministry and desiring additional training. This certificate is designed to provide those enrolled with opportunities for vocational exploration; spiritual formation; contextualized ministry field education; and tools and practice of biblical, theological, and ethical studies as well as forms of communicating for ministry contexts. As such, students in the certificate program will have opportunity to reflect on their own place in the world while developing leadership skills toward coming alongside and partnering in the facilitating of growth for those in their communities.

<input type="checkbox"/> CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/> BI 151	The Bible as Sacred Story	3
<input type="checkbox"/> CM 211 + 212	Ministry Field Education in an Urban Context I + II	3+3
<input type="checkbox"/> REL 220	Christian Spiritual Formation	3
<input type="checkbox"/> BI 250	Life and Teachings of Jesus	3
<input type="checkbox"/> TH 200	An Introduction to Christian Theologies	3
<input type="checkbox"/> CM 345	Methods and Practice of Public Communication for Ministry	3
<input type="checkbox"/> REL 291	Religious and Philosophical Foundations of Ethical Practice	3
<input type="checkbox"/> CM 213	Ministry Certificate Integrative Capstone	3

### Certificate Learning Outcomes

After completing the certificate program, persons will be able to:

- Demonstrate qualities of loving character in relating to God, self, “other,” and the world.
- Use scholarly methods to study and analyze biblical, theological, and ethical texts.
- Utilize a Wesleyan theo-ethical approach to construct and evaluate their own theological values and sources and to determine the concrete implications of those.
- Practice and facilitate a contextual approach to ministry.
- Connect their own story, stories of their ministry context, and the biblical-historical Christian story and communicate these in written, verbal, and visual forms.
- Integrate their educational journey with their emerging ministry path.

## CERTIFICATE IN MINISTRY PRACTICE FOR COMMUNITY ENGAGEMENT

The Certificate in Ministry Practice for Community Engagement (24 credits) is offered for those engaged in ministry and desiring additional training. This certificate is designed to provide those enrolled with frameworks, skills, and tools for ministry with a community development lens. As such, enrollees will practice skills of both listening and communication; learn tools for community engagement through the approaches of Asset Based Community Development, community organizing, design thinking, and entrepreneurship for ministry; and think practically with the realities of their neighbors in mind. These tools are useful for personal growth as well as professional development for ministry that is embedded in neighborhoods.

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

### Certificate Learning Outcomes:

After completing the certificate program, persons will be able to:

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

## MASTERS DEGREES

### MASTER OF ARTS IN BIBLICAL AND THEOLOGICAL STUDIES

*The Master of Arts in Biblical and Theological Studies MA-BTS is designed for the following individuals: 1. A student seeking further training in biblical and theological studies; 2 A student wanting to prepare for further graduate education in biblical or theological studies; 3. A student who desires biblical and theological training on a night school schedule*

42 credits: 30 credit hours in residence.

<input type="checkbox"/> REL 500	Methods of Research in Religion	2
<input type="checkbox"/> BI 511 + 512	The Literature of the Old Testament I + II	3 + 3
<input type="checkbox"/> BI 521 + 522	The Literature of the New Testament I + II	3 + 3
<input type="checkbox"/> CM 454	Public Communication for Ministry	3

<input type="checkbox"/> CM Electives	Selected in consultation with Advisor	3 + 3
<input type="checkbox"/> REL 531 + 532	History of Christianity/Christian Thought I + II	3 + 3
<input type="checkbox"/> REL 571	Master Thesis	4
<input type="checkbox"/> REL 572	Thesis Extension	1-4
<input type="checkbox"/> TH 501 + 502	Constructive Theology I + II	3 + 3

Graduation Requirements

- In order to graduate from Warner Pacific University, a Master of Arts in Biblical and Theological Studies student must accomplish the following:
- Complete the total number of hours required for the degree (42 credits, 30 credit hours in residence).
  - Complete all coursework with a minimum cumulative GPA of 3.0. No course grade less than a C- will be applied to the degree requirements.
  - Successfully defend a Master thesis to a majority of the RCM faculty and one outside referee.
  - Present three (3) error-free copies of the thesis to the Director of the RCM program.
  - Be recommended by the Arts and Letters Division to the general faculty for approval.
  - Pay all fees in full to the institution.

Graduate students in the Master of Arts in Biblical and Theological Studies program have six years from the date of admission to complete all academic work for the degree. If a student is unable to finish the program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance.

MASTER OF RELIGION

The Master of Religion Program (M.Rel.) at Warner Pacific University is designed for the following individuals: 1. A pastor seeking a renewal in ministry; 2. A student seeking further training in biblical studies, historical theology, Christian ethics, or ministry; 3. A professional needing educational advancement in one of our concentrations; 4. A student wanting to prepare for further graduate education.

The Program offers four concentrations: Biblical Studies, Theology, Pastoral Ministries, and Religion and Ethics. Students will be matched with an RCM advisor who specializes in one of these four concentrations. If an advisor is not available in a particular concentration before coursework is completed, a student will need to select a concentration from the remaining concentrations. Students interested in other areas of concentration may apply to tailor the M.Rel. degree in conjunction with other Warner Pacific professors or one of two seminaries in the Portland area.

In addition to the four concentrations currently available, an M.Rel. student may apply to the program for an Independent Concentration. In such cases, core M.Rel. requirements are retained. An Independent Concentration requires 12 credits of concentrated study (six credits in residence) in a specific area of study that relates to religion. All projects and major papers from graduate level courses taught by adjunct graduate faculty must be available for review by the RCM faculty. These submissions must demonstrate significant content in the field of religion as defined by the RCM faculty.

Independent Concentration Application Procedure

1. Submit written proposal for an Independent Concentration to the M.Rel. director.
2. Submit written approval from any non-RCM professor who agrees to serve as Independent Concentration advisor. All Independent Concentration advisors must hold a terminal degree in their field of study. The RCM faculty must authorize all Independent Concentration advisors.
3. Complete the Independent Concentration application. This application will require a proposed course listing with complete course descriptions. Tentative syllabi of any proposed non-RCM courses are preferred. The RCM faculty must approve all non-RCM instructors.
4. The application must be reviewed and approved by the RCM faculty.

37 credits; 28 credits in residence.

<input type="checkbox"/> CM 500	Methods of Research in Religion and Ministry	1 credit
<input type="checkbox"/> Bible		6 credits
<input type="checkbox"/> Theology		6 credits
<input type="checkbox"/> Pastoral Ministries		6 credits
<input type="checkbox"/> Religion and Ethics		6 credits
<input type="checkbox"/> Electives		9 credits
<input type="checkbox"/> CM 571	Master Thesis or Project	3 credits

If a student is granted an “In Progress” grade at the end of CM 571, the student must register for CM 572, Master Thesis Extension (1 credit) per semester until the student has completed the thesis. Failure to register in an extension course when the thesis has not been approved will be a termination of the program. The student must petition the Director of the Master of Religion Program for reinstatement. Earning an “In Progress” in CM 572 requires the student to enroll in the next extension course the following semester. Summer semesters do not require a thesis extension.

Graduation Requirements

- In order to graduate from Warner Pacific University, a Master of Religion student must accomplish the following:
- Complete the total number of credits required for the M.Rel degree (37 credits, 28 credits hours in residence).
  - Complete all coursework with a minimum cumulative GPA of 2.5.
  - Successfully defend a Master Thesis or Project to three RCM faculty and one outside referee.
  - Attend and participate in a minimum of six graduate colloquium sessions.
  - Be recommended by the Arts and Letters Division to the general faculty for approval.
  - Pay all fees in full to the institution.

Graduate students in the Master of Religion program have six years from the date of admission to complete all academic work for the degree. If a student is unable to finish the program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance.

## DIVISION OF BUSINESS

*The mission of the Division of Business is rooted within the mission of the university. The purpose is to educate and prepare students to be transformative leaders in the community, city, nation, and world. Learning occurs within the context of academic excellence and community engagement. Each student has the opportunity for:*

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

**Dean of Business:** Dr. Ulf Spears

**Baccalaureate Degree Majors and Emphases:** Accounting; Business Administration (Emphasis in Entrepreneurship, Emphasis in Leadership/Management); Digital Marketing, Finance, Finance and Accounting, Health Care Management, Human Resource Management, MBA 4+1 Preparation

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

**Associate Degree Major:** Business Administration

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

**Course Subject Areas:** Business, Economics, Health Care Administration, Human Resources, Marketing, and Social Entrepreneurship

### BACCALAUREATE DEGREE MAJORS

#### B.S. in ACCOUNTING

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

Prerequisites: 6 credits

<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> MA 111 or MA 242	College Algebra or Intro to Statistics (or higher level math)	3

Major Requirements: 57 credits; 30 upper-division credits in residence, 34 credits total upper division.

<input type="checkbox"/> BUS 120	Introduction to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 211 + 212	Financial Accounting + Managerial Accounting	3+3
<input type="checkbox"/> BUS 235 <b>OR</b> 335	Intro to QuickBooks <b>OR</b> Accounting Information Systems	3
<input type="checkbox"/> BUS 290	Ethics, Social Issues, and Responsibility	3
<input type="checkbox"/> BUS 303	Business and Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS 311 + 312	Intermediate Accounting I + II	3 + 3
<input type="checkbox"/> BUS 314	Cost Accounting	3
<input type="checkbox"/> BUS 332	Auditing	3
<input type="checkbox"/> BUS 394	Research Methods and Statistics	3
<input type="checkbox"/> BUS 411	Advanced Accounting	3
<input type="checkbox"/> BUS 412	Individual Taxation	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> MKTG 242	Marketing	3
<input type="checkbox"/> Elective: Select at least 3 credits from the following		3
BUS 364	Corporate Finance (3)	
BUS 370	Decision Modeling (3)	Offered via PGS
BUS 371	Investments (3)	Offered via PGS
BUS 372	Financial Analysis and Valuation (3)	Offered via PGS
BUS 413	Business Taxation (3)	Offered via PGS
BUS 415	VITA/Tax Volunteer (1-3)	
BUS 490	Accounting Topics (1-3)	

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

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

## B.S. in BUSINESS ADMINISTRATION

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

Prerequisites: 6 credits

<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> MA 111 or MA 242	College Algebra or Intro to Statistics (or higher level math)	3

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

<input type="checkbox"/> BUS 120	Introduction to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS/COMM 261	Organizational Writing and Presentations	3
<input type="checkbox"/> BUS/SS 290	Ethics, Social Issues, and Responsibility	3
<input type="checkbox"/> BUS 303	Business and Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS 319	Intro to Human Resource Management	3
<input type="checkbox"/> BUS/PSY 321	Organizational Behavior	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> BUS 394	Research Methods and Applied Statistics	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> MKTG 242	Marketing	3

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

- Proficiency in the key concepts and methods of inquiry associated with Business.
- Proficiency in the use of quantitative tools used to make good business decisions.
- Critical thinking through evidence based arguments associated with the various areas of Business practice.
- An ability to produce work that integrates concepts and methods associated with the disciplines of Business.
- Proficiency associated with Microsoft Office and other associated Business Systems.
- Communication fluency via written and oral presentation assignments.
- Proficiency in the basic functional competencies of decision-making, risk analysis, measurement, reporting, research, and leveraging technology to enhance functional competencies.
- Proficiency in the basic personal competencies of professional demeanor, problem solving and decision-making, interaction, leadership, communication, project management, and leveraging technology to enhance personal competencies.

## B.S. in BUSINESS ADMINISTRATION with Entrepreneurship Emphasis

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

Prerequisites: 6 credits

<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> MA 111 or MA 242	College Algebra or Intro to Statistics (or higher level math)	3

Major Requirements: 48 credits: 25 credits in residence, 31 credits total upper division.

<input type="checkbox"/> BUS 120	Introduction to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS/SS 290	Ethics, Social Issues, and Responsibility	3
<input type="checkbox"/> BUS 303	Business and Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS 394	Research Methods and Applied Statistics	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 450	Strategic Management	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> CM 311	Ministry Field Ed.: Community Development & Organizing	3
<input type="checkbox"/> <b>OR</b> TH/SOC 370	Community Engagement: Tools for Social Change	
<input type="checkbox"/> CM/COMM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> MKTG 242	Marketing	3
<input type="checkbox"/> SE 311	Entrepreneurial Leadership in an Urban Context	3
<input type="checkbox"/> SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/> Elective: Select at least 3 credits from the following		3
<input type="checkbox"/> BUS 353	Operations Management (3)	
<input type="checkbox"/> MKTG 342	Marketing Management (3)	
<input type="checkbox"/> SE 301	Entrepreneurial Enterprise (3)	
<input type="checkbox"/> SE 352	Entrepreneurial Project Management (3)	

Upon successful completion of the program, graduates will be able to demonstrate:

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

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

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

Prerequisites: 6 credits

<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> MA 111 or MA 242	College Algebra or Intro to Statistics (or higher level math)	3

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

<input type="checkbox"/> BUS 120	Introduction to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS 212	Managerial Accounting	3
<input type="checkbox"/> BUS/SS 290	Ethics, Social Issues, and Responsibility	3
<input type="checkbox"/> BUS 303	Business and Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS 353	Operations Management	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> BUS 364	Corporate Finance	3
<input type="checkbox"/> BUS 394	Research Methods and Applied Statistics	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 450	Strategic Management	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> MKTG 242	Marketing	3
<input type="checkbox"/> MKTG 342	Marketing Management	3
<input type="checkbox"/> SE 311	Entrepreneurial Leadership in an Urban Context	3

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

- Proficiency in the key concepts and methods of inquiry associated with Business.
- Proficiency in the use of quantitative tools used to make good business decisions.
- Critical thinking through evidence based arguments associated with the various areas of Business practice.
- An ability to produce work that integrates concepts and methods associated with the disciplines of Business.
- Proficiency associated with Microsoft Office and other associated Business Systems.
- Communication fluency via written and oral presentation assignments.
- Proficiency in the basic functional competencies of decision-making, risk analysis, measurement, reporting, research, and leveraging technology to enhance functional competencies.
- Proficiency in the basic personal competencies of professional demeanor, problem solving and decision-making, interaction, leadership, communication, project management, and leveraging technology to enhance personal competencies.
- Proficiency in the basic theories associated with Management and Leadership, such as Organizational Theory, Operations Management, Marketing Management, Corporate Finance, and Strategic Management.
- The ability to integrate and apply their learning in complex projects and assignments that may include: research, collaborative projects, and/or field assignments.

## B.S. in DIGITAL MARKETING

*The Digital Marketing major is designed to enable the student to understand all elements of marketing and how these elements help drive successful companies. This program prepares future marketing leaders with a strong applied knowledge of the marketing function, as well as an understanding of how to employ marketing tools to work effectively and efficiently to achieve overall organizational goals. Students will study a variety of skills including search engine optimization (SEO), data analysis, email and social media marketing, customer relationship management, branding, visual marketing and digital strategy.*

Major Requirements: 42 credits: 25 credits in residence, 21 credits total upper division.

<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> BUS 261	Organization Writing and Presentations	3
<input type="checkbox"/> BUS 290	Ethics, Social Issues, and Responsibility	3
<input type="checkbox"/> BUS 394	Research Methods & Applied Statistics	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> COMM 250	Introduction to Digital Media	3
<input type="checkbox"/> COMM 381	Social Media & Analytics	3

<input type="checkbox"/> MKTG 242	Marketing	3
<input type="checkbox"/> MKTG 300	Consumer Behavior	3
<input type="checkbox"/> MKTG 342	Marketing Management	3
<input type="checkbox"/> MKTG 350	Customer Relationship Management	3
<input type="checkbox"/> MKTG 420	Advertising & Public Relations	3
<input type="checkbox"/> MKTG 425	Integrated Marketing Communication	3
<input type="checkbox"/> Elective: Take at least 3 credits from the following:		3
BUS 370	Decision Modeling (3)	
BUS 430	Global Marketing (3)	
BUS 479	Selected Topics (1-3)	
COMM 265	Fundamentals of Web Design (3)	
COMM 310	Writing Across Media (3)	
PSY 140	General Psychology (3)	
PSY/SOC 350	Social Psychology (3)	

Upon successful completion of the program, graduates will be able to demonstrate:

- Proficiency in collecting and analyzing data to evaluate the effectiveness of social media and digital marketing strategies.
- Proficiency in developing, evaluating and optimizing web design and user experience.
- The ability to provide data driven solutions for the management of content in social media and online marketing campaigns.
- The ability to communicate complex data sets to both technical and non-technical audiences.

## B.S. in FINANCE

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

Prerequisites: 6 credits

<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> MA 111 or MA 242	College Algebra or Intro to Statistics (or higher level math)	3

Major Requirements: 63 credits: 26 credits in residence. 40 credits total upper division.

<input type="checkbox"/> BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 211+212	Financial Accounting + Managerial Accounting	3 + 3
<input type="checkbox"/> BUS 261	Organization Writing and Presentations	3
<input type="checkbox"/> BUS 290	Ethics, Social Issues, & Responsibility	3
<input type="checkbox"/> BUS 303	Business & Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory & Practice	3
<input type="checkbox"/> BUS 311 + 312	Intermediate Accounting I + II	3 + 3
<input type="checkbox"/> BUS 363	Intro to Business Finance	3
<input type="checkbox"/> BUS 364	Corporate Finance	3
<input type="checkbox"/> BUS 370	Decision Modeling	3
<input type="checkbox"/> BUS 371	Investments	3
<input type="checkbox"/> BUS 372	Financial Analysis and Valuation	3
<input type="checkbox"/> BUS 394	Research Methods & Applied Statistics	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 465	International Finance	3
<input type="checkbox"/> BUS 483	Commercial Banking	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> MKTG 242	Marketing	3

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

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

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

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

Prerequisites: 6 credits

<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> MA 111 or MA 242	College Algebra or Intro to Statistics (or higher level math)	3

Major Requirements: 84 credits: 45 credits in residence, 58 credits total upper division. Required:

<input type="checkbox"/> BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 211+212	Financial Accounting + Managerial Accounting	3 + 3
<input type="checkbox"/> BUS 235 <b>OR</b> 335	Intro to QuickBooks <b>OR</b> Accounting Information Systems	3
<input type="checkbox"/> BUS 261	Organization Writing and Presentations	3
<input type="checkbox"/> BUS 290	Ethics, Social Issues, & Responsibility	3
<input type="checkbox"/> BUS 303	Business & Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory & Practice	3
<input type="checkbox"/> BUS 311 + 312	Intermediate Accounting I + II	3 + 3
<input type="checkbox"/> BUS 314	Cost Accounting	3
<input type="checkbox"/> BUS 332	Auditing	3
<input type="checkbox"/> BUS 363	Intro to Business Finance	3
<input type="checkbox"/> BUS 364	Corporate Finance	3
<input type="checkbox"/> BUS 370	Decision Modeling	3
<input type="checkbox"/> BUS 371	Investments	3
<input type="checkbox"/> BUS 372	Financial Analysis and Valuation	3
<input type="checkbox"/> BUS 394	Research Methods & Applied Statistics	3
<input type="checkbox"/> BUS 411	Advanced Accounting	3
<input type="checkbox"/> BUS 412	Individual Taxation	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 465	International Finance	3
<input type="checkbox"/> BUS 483	Commercial Banking	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> MKTG 242	Marketing	3
<input type="checkbox"/> Elective: Take at least 3 credits from the following:		3
SE 311	Entrepreneurial Leadership within an Urban Context (3)	
BUS 413	Business Taxation (3)	
BUS 415	VITA/Tax Volunteer (1-3)	
BUS 450	Strategic Management (3)	
BUS 490	Accounting Topics (1-3)	

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

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

## B.S. in HEALTH CARE MANAGEMENT

*The Health Care Management program integrates the theoretical foundation of health care administration with practical application so that students can seek rewarding careers in various health care office management settings. 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 in business settings, leadership and management in health care organizations. The coursework also provides the prerequisite preparation for students to seek a third-party Billing/Coding certification, if they so choose.*

Prerequisite: 3 credits

<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
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Major Requirements: 49 credits: 30 credits in residence, 34 credits total upper division.

<input type="checkbox"/> BIO 121 (or BIO 221)	Intro to Anatomy & Physiology (or Human Anatomy & Physiology I)	4
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS 303	Business and Employment Law	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> HCA 272**	Cultural Competency in Health Care Organizations	3
<input type="checkbox"/> HCA 300**	Health Care Leadership	3
<input type="checkbox"/> HCA 302**	Principles of Patient Care	3
<input type="checkbox"/> HCA 303**	The Future of Health Care: Alternative Methods and Public Policy	3
<input type="checkbox"/> HCA 306**	The Economics of Healthcare and Policy	3
<input type="checkbox"/> HCA 310**	Health Care Organizational Behavior and Design	3
<input type="checkbox"/> HCA 320**	Strategic Human Resources and Health Care	3
<input type="checkbox"/> HCA 401**	Decision Making and Information Systems in Health Care	3
<input type="checkbox"/> HCA 411**	Managing the Dynamics of Health Care Organizations	3
<input type="checkbox"/> HCA 412**	Health Care and Ethics	3
<input type="checkbox"/> HE 200	Medical Terminology	3

**\*\* Courses offered in collaboration with the PGS program. These courses are typically offered in an accelerated, 5-week format and meet either in the evening or online. Please consult with your Advisor for additional information.**

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

- Mastery of the basic concepts, theories, models and vocabulary associated with health care office management including familiarization with terms associated with billing and coding. In addition students will master office concepts relating to achievement orientation, analytical thinking, community orientation, financial skills, information seeking, and health care management.
- 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.
- 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.

## B.S. in HUMAN RESOURCE MANAGEMENT

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

Prerequisite: 3 credits

<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
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Major Requirements: 48 credits: 30 credits in residence, 34 credits total upper division.

<input type="checkbox"/> BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> BUS 261	Organization Writing and Presentations	3
<input type="checkbox"/> BUS 290	Ethics, Social Issues, & Responsibility	3
<input type="checkbox"/> BUS 303	Business & Employment Law	3
<input type="checkbox"/> BUS 318	Performance Management, Strategy & Change	3
<input type="checkbox"/> BUS 319	Introduction to Human Resource Management	3
<input type="checkbox"/> BUS 321	Organizational Behavior & Design	3
<input type="checkbox"/> BUS 329	Cross-Cultural Communication, Staffing & Recruitment	3
<input type="checkbox"/> BUS 330**	Components of Workplace Compensation	3
<input type="checkbox"/> BUS 375**	Human Resource Information Technology	3
<input type="checkbox"/> BUS 378**	HR Analytics	3
<input type="checkbox"/> BUS 460**	Fundamentals of Employee Benefits	3
<input type="checkbox"/> BUS 495	Internship	1-6
<input type="checkbox"/> BUS 497**	HR Capstone	3
<input type="checkbox"/> MKTG 242	Marketing	3
<input type="checkbox"/> One of the following:	BUS 327** Employee Training (3) or BUS 462** HR Finance (3)	3

**\*\* Courses offered in collaboration with the PGS program. These courses are typically offered in an accelerated, 5-week format and meet either in the evening or online. Please consult with your Advisor for additional information.**

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

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

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

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

## MINORS

### MINOR in Accounting

Prerequisites: EC 203, BUS 303, MA 111 or 242 required.

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

<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS 212	Managerial Accounting	3
<input type="checkbox"/> BUS 311	Intermediate Accounting I	3
<input type="checkbox"/> BUS 312	Intermediate Accounting II	3
<input type="checkbox"/> Elective: Take at least 6 credits from the following:		6
BUS 314 Cost Accounting (3)	BUS 372** Financial Analysis and Valuation (3)	
BUS 332 Auditing (3)	BUS 411 Advanced Accounting (3)	
BUS 364 Corporate Finance (3)	BUS 412 Individual Taxation (3)	
BUS 370** Decision Modeling (3)	BUS 413 Business Taxation (3)	
BUS 371** Investments (3)	BUS 415 VITA/Tax Volunteer (1-3)	
BUS 490 Special Topics (3)		

**\*\* Courses offered in collaboration with the PGS program. These courses are typically offered in an accelerated, 5-week format and meet either in the evening or online. Please consult with your Advisor for additional information.**

### MINOR in BUSINESS ADMINISTRATION

Prerequisites: EC 203, MA 111 or 242 required.

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

<input type="checkbox"/> BUS 120	Introduction to Business and Personal Finance	3
<input type="checkbox"/> BUS 211	Principles of Accounting I	3
<input type="checkbox"/> BUS/COMM 261	Organizational Writing and Presentation	3
<input type="checkbox"/> BUS 303	Business and Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> BUS 394	Research Methods and Applied Statistics	3
<input type="checkbox"/> MKTG 242	Marketing	3

### MINOR in DIGITAL MARKETING

19-20 credits: 12 credits in residence, 9 credits upper division.

<input type="checkbox"/> BUS 290	Ethics, Social Issues, and Responsibility	3
<input type="checkbox"/> COMM 250	Introduction to Digital Media	3
<input type="checkbox"/> COMM 381	Social Media & Analytics	3
<input type="checkbox"/> MKTG 242	Introduction to Marketing	3
<input type="checkbox"/> MKTG 300	Consumer Behavior	3
<input type="checkbox"/> MKTG 420	Advertising & Public Relations	3
<input type="checkbox"/> One of the following:	BUS 195 Internship Preparation (2) or BUS 495 Internship (1)	1-2

## MINOR in ENTREPRENEURSHIP

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

<input type="checkbox"/> BUS 120	Introduction to Business	3
<input type="checkbox"/> BUS/SS 290	Ethics, Social Issues and Responsibility	3
<input type="checkbox"/> BUS 303	Business Law	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> CM/COMM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/> SE 311	Entrepreneurial Leadership with an Urban Context	3

## MINOR in FINANCE

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

Prerequisites: MA 111 or 242, BUS 212, 223, 312, 394, EC 203

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

## MINOR in HEALTH CARE ADMINISTRATION

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

<input type="checkbox"/> HCA 272**	Cultural Competency in Health Care Organizations	3
<input type="checkbox"/> HCA 300**	Health Care Leadership	3
<input type="checkbox"/> HCA 310**	Health Care Organizational Behavior and Design	3
<input type="checkbox"/> HCA 401**	Decision Making and Information Systems in Health Care	3
<input type="checkbox"/> HCA 450**	Critical Issues in Healthcare	3

\*\* Courses offered in collaboration with the PGS program. These courses are typically offered in an accelerated, 5-week format and meet either in the evening or online. Please consult with your Advisor for additional information.

## MINOR in HUMAN RESOURCE MANAGEMENT

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

<input type="checkbox"/> BUS 290	Ethics, Social Issues, & Responsibility	3
<input type="checkbox"/> BUS 303	Business & Employment Law	3
<input type="checkbox"/> BUS 318	Performance Management, Strategy, & Change	3
<input type="checkbox"/> BUS 319	Introduction to Human Resource Management	3
<input type="checkbox"/> BUS 321	Organizational Behavior and Design	3
<input type="checkbox"/> BUS 329	Cross-Cultural Communication, Staffing, & Recruitment	3

## MINOR in SOCIAL ENTREPRENEURSHIP

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

<input type="checkbox"/> BUS 120	Introduction to Business	3
<input type="checkbox"/> BUS/SS 290	Ethics, Social Issues and Responsibility	3
<input type="checkbox"/> CM/COMM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/> SE 311	Entrepreneurial Leadership with an Urban Context	3
<input type="checkbox"/> Elective: Select at least 6 credits from the following		6
CM 311	Ministry Field Ed: Community Development & Organizing (3)	
SOC/URB 255	Sociology of Compassion and Altruism (3)	
TH 370	Community Engagement: Tools for Social Change (3)	

## ASSOCIATE DEGREE MAJOR

### A.S. in BUSINESS ADMINISTRATION

27 credits: 15 in residence

<input type="checkbox"/> BUS 120	Introduction to Business & Personal Finance	3
<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> BUS/COMM 261	Organizational Writing and Presentations	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> MKTG 242	Marketing	3
<input type="checkbox"/> Approved Business electives, selected in consultation with a faculty advisor		6

To complete the A.S. Degree, students must also complete a total of 60 credits and all A.S. core requirements. This major includes 2 courses that will also apply to the A.S. core requirements: EC 203 (Critical Thinking) and BUS 223 (Information Technology).

## DIVISION OF 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.*

**Dean of Education:** Dr. Kathleen Vincent

**Baccalaureate Degree Major:** Early Childhood/Elementary Education

**Minor:** Early Childhood Education

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

**Masters Degree:** Master of Arts in Teaching available through the Professional and Graduate Studies program

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

### TEACHER EDUCATION PROGRAM

Teacher Education at Warner Pacific University provides a Christian liberal arts education along with preparation in a teaching specialty. Faculty members will assist and guide the student to attain each individual's educational career goals.

The Teacher Education Program is approved by the Oregon Teacher Standards and Practices Commission. Warner Pacific graduates have established an excellent reputation in the education community and are employed both nationally and internationally. The Teacher Education Handbook guides students who are preparing for a career in education. This handbook is posted on the Education News & Resources page in the LMS.

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

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

### ADMISSION TO THE TEACHER EDUCATION PROGRAM

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

#### **Undergraduate (ECE/EL) Program**

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

Admission to the Teacher Education program is not automatic. It requires a formal application and approval procedure, including the following:

#### **Undergraduate (ECE/EL) Program**

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

### TEACHER LICENSURE

Teacher Education students at Warner Pacific University can pursue an Oregon Preliminary Teaching License in the following areas:

#### **Authorizations:**

- Early Childhood (Pre-K - Grade 4)
- Elementary Education (Grades 3-8)
- Middle Level (Grades 5-10)
- High School (Grades 7-12)

#### **Endorsements:**

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

#### **Endorsements, Add-On Only:**

- Reading Interventionist
- SPED: Special Education

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

Students are responsible for fees associated with licensure including ORELA, edTPA, licensure fees, fingerprinting, and licensure assessments as determined by TSPC. Additional information regarding the most up-to-date estimate of fees related to assessment and licensure can be found at <http://www.oregon.gov/tspc/Pages/Testing.aspx> and <http://www.oregon.gov/tspc/Pages/Fees.aspx>. Students who identify as culturally, racially, or linguistically diverse may qualify to have any fees related to licensure and testing reimbursed. Please save your receipts prior to requesting reimbursement, as TSPC offers vouchers for up front payment of testing fees.

### POST-BACCALAUREATE TEACHER EDUCATION STUDENTS

Students who have already completed a bachelor degree and are considering teaching as a career may qualify for the Early Childhood/Elementary Education teaching license by completing a minimum of three semesters of resident study at Warner Pacific, including the student teaching semester (36 semester credits minimum). After a careful analysis and comparison of the student's transcripts with the Warner Pacific University approved program, a plan of study is developed.

## TESTING REQUIRED FOR PROGRAM COMPLETION

In Oregon, a system of multiple measures is used to determine the status of “program completer.” One component of this system requires the candidate to pass a battery of subject matter exams and to demonstrate their understanding of civil rights and equity through a series of coursework and state approved teaching modules. In the undergraduate program, the subject matter exams and the required civil rights modules must be successfully completed 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](http://www.oregon.gov/tspc/pages/index.asp)

### Program Information

On December 3, 2021, The Association for Advancing Quality in Educator Preparation (AAQEP) has awarded full 7-year accreditation to the Education Program at Warner Pacific University.

Founded in 2017, AAQEP is a membership association and quality assurance agency that provides accreditation services and formative support to all types of educator preparation providers. The organization promotes excellent, effective, and innovative educator preparation that is committed to evidence-based improvement in a collaborative professional environment. AAQEP is nationally recognized by the Council for Higher Education Accreditation.

Visit [aaqep.org](http://aaqep.org) for more information.

## EARLY CHILDHOOD EDUCATION

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

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

A graduate with a Human Development Family Studies major and an Early Childhood minor is well prepared to be a teacher of young children and to work with families. Graduates may assume teaching roles in programs that do not require an Oregon teaching license. Graduates who apply to the Oregon Early Childhood Professional Development Registry meet Level IV requirements.

### Licensed Option Early Childhood Licensure

A graduate with a major in Early Childhood and Elementary Education who is admitted to the Teacher Education Program and meets the Early Childhood Authorization requirements is licensed to teach children in Oregon public schools age three through grade four. Students completing the Elementary Authorization at the same time are licensed to teach through the 8th grade.

## MASTER OF ARTS in TEACHING

The Master of Arts in Teaching program for middle/high school licensure, summer immersion format, is designed for traditional students completing a bachelor degree at Warner Pacific University and wishing to pursue ML/HS and K-12 Licensure. Course and program requirements are dependent upon state teacher licensure rules (OAR 584). Teacher candidates must complete the requirements in effect at the time of licensure.

Students will begin the admission process during their junior year, completing all prerequisite courses, exams, and application materials prior to graduation. The MAT program begins in the May immediately following graduation and is completed by December. A graduate level Capstone paper is required, along with successful completion of 16 weeks of student teaching, an edTPA and an integrated unit.

Please see the Professional and Graduate Studies section of this catalog for additional information regarding the MAT program.

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

66 credits: 45 credits in residence, 48 credits upper division.

<input type="checkbox"/> ED 250	Introduction to Education (with 30 hour practicum)	2
<input type="checkbox"/> ED 240	Integrating Educational Technology in the Classroom	3
<input type="checkbox"/> ED 260	Human Development and Learning Theory Implications for P-12	4
<input type="checkbox"/> ED 281	Curriculum Planning and the Role of the Teacher	3
<input type="checkbox"/> ED 334	Teacher as Manager (with 30 hour practicum)	2
<input type="checkbox"/> ED/EN 341	Literature for Children	3
<input type="checkbox"/> ED 370	Art and Music Methods in the Classroom	2
<input type="checkbox"/> ED 371	Physical Education Methods in the Classroom	2
<input type="checkbox"/> ED 372	Literacy Methods in the Classroom (with 50 hour practicum)	4
<input type="checkbox"/> ED 373	Math Methods in the Classroom	2
<input type="checkbox"/> ED 374	Science Methods in the Classroom	2
<input type="checkbox"/> ED 375	Social Studies Methods in the Classroom	2
<input type="checkbox"/> ED 376	ESOL Methods in the Classroom	2
<input type="checkbox"/> EDPSY 360	Exceptional Learners	3
<input type="checkbox"/> EDPSY 395	Observation, Assessment and Evaluation	3
<input type="checkbox"/> MA 211	Fundamentals of Elementary Math I	3
<input type="checkbox"/> MA 212	Fundamentals of Elementary Math II	3
<input type="checkbox"/> ED 353	Cultural Diversity	3
<input type="checkbox"/> ED 481	Professional Development Seminar	2
<input type="checkbox"/> ED 491	Student Teaching I (100-hour experience)	2
<input type="checkbox"/> ED 495	Student Teaching II (15-week full-time experience)	14
<input type="checkbox"/> Education electives chosen with advisor		

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

## MINOR in EARLY CHILDHOOD EDUCATION

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

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

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

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

- Exhibit the knowledge, skills, abilities, and professional dispositions required for the Preliminary Teaching License, as provided in Oregon Administrative Rule 584-420-0030, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.
- Model the values, ethics and character of a Christian educator in a diverse and changing world.
- Meet the high standards of the program in coursework, clinical experiences, and work products, leading to the cognitive, linguistic, social, emotional, and physical achievement of the students they will teach.

## DIVISION OF NATURAL SCIENCES AND HEALTH

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

**Division Dean:** Dr. Sergei Polozov

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

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

**Associate Degree Majors:** Cybersecurity, Health Sciences, Life Sciences, Sports Performance

**Preprofessional Programs:** Pre-Chiropractic, Pre-Dentistry, Pre-Medicine, Pre-Naturopathic Medicine, Pre-Pharmacy, Pre-Physician Assistant

**Certificate Program:** Cybersecurity Technician Certificate

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

**Course Subject Areas:** Biological Science, Chemistry, Cybersecurity, Environmental Science, Health, Information Science and Technology, Kinesiology, Mathematics, Physical Education, Physical Science, Physics, Sports Medicine, Sports Management

### BACCALAUREATE DEGREE MAJORS

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

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

51 credits: 15 credits in residence, 21 credits upper division.

##### Core Major Requirements

<input type="checkbox"/> BIO 211	General Biology I	4
<input type="checkbox"/> BIO 212	General Biology II	4
<input type="checkbox"/> BIO 245	Evolution	3
<input type="checkbox"/> BIO 250	Genetics	4
<input type="checkbox"/> BIO 490	Senior Seminar in Biology	1
<input type="checkbox"/> CHEM 211	General Chemistry I	4
<input type="checkbox"/> CHEM 212	General Chemistry II	4
<input type="checkbox"/> MA 242	Introduction to Statistics	3

##### Emphasis Area Requirements

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

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

##### Cell Biology

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

##### Physiology

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

##### Organismal/Field Biology

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

##### Additional electives

Choose additional credits to reach form required totals. May select from any of the above UD electives, plus:	4-8
BIO 310	Immunology (4)
BIO 315	Malheur Natural History Studies (3)
BIO 421	Elements of Human Gross Anatomy (4)
CHEM 412	Biochemistry (4)
KIN 325	Biomechanics (3)

### TEACHER LICENSURE, BIOLOGICAL SCIENCE

*Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Biology may apply to the Master of Arts in Teaching program (see page 70).*

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

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

51 credits: 15 credits in residence, 21 credits upper division.

### Core Major Requirements

<input type="checkbox"/> BIO 211	General Biology I	4
<input type="checkbox"/> BIO 212	General Biology II	4
<input type="checkbox"/> BIO 245	Evolution	3
<input type="checkbox"/> BIO 250	Genetics	4
<input type="checkbox"/> BIO 490	Senior Seminar in Biology	1
<input type="checkbox"/> CHEM 211	General Chemistry I	4
<input type="checkbox"/> CHEM 212	General Chemistry II	4
<input type="checkbox"/> MA 242	Introduction to Statistics	3

### Emphasis Area Requirements

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

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

### Cell Biology

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

### Physiology

<input type="checkbox"/> BIO 420	Mammalian Physiology	4
<b>OR</b> KIN 475	<b>OR</b> Exercise Physiology	

### Organismal/Field Biology

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

### Additional electives

Choose additional credits to reach form required totals. May select from any of the above UD electives, plus: 4-8

BIO 310	Immunology (4)
BIO 315	Malheur Natural History Studies (3)
BIO 421	Elements of Human Gross Anatomy (4)
CHEM 412	Biochemistry (4)
KIN 325	Biomechanics (3)

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

<input type="checkbox"/> MA 251	Calculus I	4
<input type="checkbox"/> PHY 221	General Physics I	4
<input type="checkbox"/> PHY 222	General Physics II	4
<input type="checkbox"/> CHEM 302	Organic Chemistry II	4
<input type="checkbox"/> CHEM 412	Biochemistry	4

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

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

## B.S. in CYBERSECURITY

69 credits, 25 in residence, 33 upper division

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

Note: Baccalaureate students must fulfill all University Requirements, including 120 total credits, 40 upper division credits, and all General Education Core Outcomes

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

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

## B.S. in KINESIOLOGY

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

49 credits: 15 credits in residence, 18 credits upper division.

<input type="checkbox"/> BIO 211 <b>OR</b> BIO 212	General Biology I <b>OR</b> II	4
<input type="checkbox"/> BIO 221 + 222	Human Anatomy and Physiology I + II	4 + 4
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> CHEM 111 <b>OR</b> CHEM 211	Intro to Chemistry <b>OR</b> General Chemistry I	4
<input type="checkbox"/> HE 240	Nutrition	3
<input type="checkbox"/> MA 242	Introduction to Statistics	3
<input type="checkbox"/> PHY 221	General Physics I	4
<input type="checkbox"/> SM 393	Research Methods in Sports Medicine	3
<input type="checkbox"/> KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/> KIN 310	Motor Learning	3
<input type="checkbox"/> KIN 325	Biomechanics	3
<input type="checkbox"/> KIN 475	Exercise Physiology	4
<input type="checkbox"/> KIN 490	Senior Seminar	1
<input type="checkbox"/> KIN 494	Internship	2

Select at least one of the following:

KIN 350	Care and Prevention of Athletic Injuries (3)
HE 310	Exercise Prescription (2)
HE 410	Fitness and Chronic Disease (3)

2-3

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

BIO 250	Genetics (4)	CHEM 412	Biochemistry (4)
BIO 330	Cell Biology (4)	HD 330	Lifespan Human Development (3)
BIO 370	Microbiology (4)	HE 200	Medical Terminology (3)
BIO 401	Scientific Writing (2)	PHY 222	General Physics II (4)
BIO 420	Mammalian Physiology (4)	PSY 140	General Psychology (3)
CHEM 301	Organic Chemistry I (4)	PSY 314	Abnormal Psychology (3)

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

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

## B.S. in PHYSICAL SCIENCE

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

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

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

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

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

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

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

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

### Core Requirements:

<input type="checkbox"/> BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/> KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/> KIN 360	Organization and Administration of Sports	3
<input type="checkbox"/> KIN 490	Senior Seminar	1
<input type="checkbox"/> KIN 494	Internship	5
<input type="checkbox"/> SRM 250	Sports Ethics	3
<input type="checkbox"/> SRM 260	Sociology in Sports	3
<input type="checkbox"/> SRM 350	Communication in Sports	3

### Emphasis area requirements:

<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS 212	Managerial Accounting	3
<input type="checkbox"/> MA 242	Introduction to Statistics	3
<input type="checkbox"/> MKTG 242	Marketing	3
<input type="checkbox"/> SRM 270	Facilities and Events Management	3
<input type="checkbox"/> SRM 360	Sports Finance	3
<input type="checkbox"/> SRM 450	Sports Law	3
<input type="checkbox"/> SRM 460	Sports Marketing	3

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

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

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

*This degree will provide students with the knowledge and skills necessary for careers in coaching, certified personal training, and K-12 physical education (if followed by the MAT 4.5). There is a strong emphasis in body mechanics and the physical aspects of coaching, as well as training for the psychological and social components. Graduates will be well prepared for lifetime careers in coaching at the recreational, high school, or college levels, as well as for careers working in fitness and athletic training.*

50 credits: 24 in residence, 22 credits upper division

### Core requirements:

<input type="checkbox"/> BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/> KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/> KIN 360	Organization and Administration of Sports	3
<input type="checkbox"/> KIN 490	Senior Seminar	1
<input type="checkbox"/> KIN 494	Internship	3

<input type="checkbox"/> SRM 250	Sports Ethics	3
<input type="checkbox"/> SRM 260	Sociology in Sports	3
<input type="checkbox"/> SRM 350	Communication in Sports	3
<b>Emphasis area requirements:</b>		
<input type="checkbox"/> BIO 121	Introduction to Anatomy and Physiology	4
<input type="checkbox"/> KIN 310	Motor Learning	3
<input type="checkbox"/> KIN 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/> KIN 475	Exercise Physiology	4
<input type="checkbox"/> HE 240 <b>OR</b> HE 330	Nutrition <b>OR</b> Sports Nutrition	3
<input type="checkbox"/> HE 310	Fitness Prescription	2
<input type="checkbox"/> HE 370	Essentials of Strength and Conditioning	3
<input type="checkbox"/> SRM 240	Fundamentals of Coaching	3
<input type="checkbox"/> SRM 340	Sports Psychology	3

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

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

## TEACHER LICENSURE, PHYSICAL EDUCATION

Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Physical Education may apply to the Master of Arts in Teaching program (see page 70).

## B.S. in SPORTS MEDICINE

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

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

<input type="checkbox"/> BIO 221	Human Anatomy & Physiology I	4
<input type="checkbox"/> BIO 222	Human Anatomy & Physiology II	4
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/> KIN 325	Biomechanics	3
<input type="checkbox"/> KIN 460	Tests, Measurements and Evaluation in Exercise Science	
<b>OR</b> MA 242	Introduction to Statistics	3
<input type="checkbox"/> KIN 475	Exercise Physiology	4
<input type="checkbox"/> KIN 490	Senior Seminar	1
<input type="checkbox"/> KIN 494	Internship	2
<input type="checkbox"/> HE 240	Nutrition	
<b>OR</b> HE 330	Sports Nutrition	3
<input type="checkbox"/> SM 311	Clinical Evaluation and Rehabilitation of Athletic Injuries – Lower Body	3
<input type="checkbox"/> SM 312	Clinical Evaluation and Rehabilitation of Athletic Injuries – Upper Body	3
<input type="checkbox"/> SM 393	Research Methods in Sports Medicine	3
<input type="checkbox"/> SM 410	Therapeutic Modalities in Athletic Training	3
<input type="checkbox"/> SM 420	Therapeutic Exercise and Rehabilitation in Athletic Training	3
<input type="checkbox"/> SRM/PHIL 250	Sports Ethics	
<b>OR</b> PHIL 300	Ethics	3

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

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

## PREPROFESSIONAL PROGRAMS

The preprofessional programs are advising tracks to help students prepare for application to a professional school. Please note that the preprofessional programs are advising tracks to help students select appropriate prerequisite courses; they are not degrees or majors. Most professional schools also require completion of a baccalaureate degree; students will need to select a degree and major program that they take in conjunction with the preprofessional courses. The B.S. in Biological Science often has the most overlap with the preprofessional requirements, but other degrees and majors can be chosen as well. Please consult with an advisor for assistance.

### PRE-CHIROPRACTIC Advising Track

The requirements in this pre-professional track meet prerequisite course requirements of local chiropractic medicine programs including University of Western States in Portland, Oregon, which offers a four-year professional training program. Students are responsible for researching admissions requirements at the institutions in which they are interested and meeting the admissions requirements of their selected institutions, such as additional necessary coursework and minimum GPA requirements. Program entry is competitive and completion of this advising track at Warner Pacific University does not guarantee admission to a Chiropractic program.

<input type="checkbox"/> BIO 211 + 212	General Biology I + II with labs	4 + 4
<input type="checkbox"/> BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
<input type="checkbox"/> CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 301	Organic Chemistry I with lab	4
<input type="checkbox"/> One of the following courses:	KIN 325 Biomechanics (3)	3-4
	KIN 475 Exercise Physiology (4)	
	PHY 221 General Physics I (4)	

### PRE-DENTISTRY Advising Track

The requirements in this pre-professional track meet prerequisite course requirements of local dentistry programs including Oregon Health and Science University (OHSU) in Portland, Oregon, which offers a four-year professional training program. Students are responsible for researching admissions requirements at the institutions in which they are interested and meeting the admissions requirements of their selected institutions, such as additional necessary coursework and minimum GPA requirements. Program entry is competitive and completion of this advising track at Warner Pacific University does not guarantee admission to a Dentistry program.

<input type="checkbox"/> BIO 211 + 212	General Biology I + II with labs	4 + 4
<input type="checkbox"/> BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
<input type="checkbox"/> CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 412	Biochemistry with lab	4
<input type="checkbox"/> MA 115	Precalculus	4
<input type="checkbox"/> PHY 221 + 222	General Physics I + II with labs	4 + 4

### PRE-MEDICINE Advising Track

The requirements in this pre-professional track meet prerequisite course requirements of local medical school programs including Oregon Health and Science University (OHSU) in Portland, Oregon, and Western University of Health Sciences in Lebanon, Oregon. Students are responsible for researching admissions requirements at the institutions in which they are interested and meeting the admissions requirements of their selected institutions, such as additional necessary coursework and minimum GPA requirements. Program entry is competitive and completion of this advising track at Warner Pacific University does not guarantee admission to a Medical program.

<input type="checkbox"/> BIO 211 + 212	General Biology I + II with labs	4 + 4
<input type="checkbox"/> CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 412	Biochemistry with lab	4
<input type="checkbox"/> ILR 300	Advanced Information Literacy and Research	3
<input type="checkbox"/> MA 115	Precalculus	4
<input type="checkbox"/> MA 242	Introduction to Statistics	3
<input type="checkbox"/> MA 251	Calculus I	4
<input type="checkbox"/> PHY 221 + 222	General Physics I + II with labs	4 + 4
<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> PSY 350	Social Psychology	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3

### PRE-NATUROPATHIC MEDICINE Advising Track

The requirements in this pre-professional track meet prerequisite course requirements of local naturopathic medical school programs including National University of Natural Medicine (NUNM) in Portland, Oregon. Students are responsible for researching admissions requirements at the institutions in which they are interested and meeting the admissions requirements of their selected institutions, such as additional necessary coursework and minimum GPA requirements. Program entry is competitive and completion of this advising track at Warner Pacific University does not guarantee admission to a Naturopathic Medicine program.

<input type="checkbox"/> BIO 211 + 212	General Biology I + II with labs	4 + 4
<input type="checkbox"/> BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
<input type="checkbox"/> BIO 370	Microbiology with lab	4
<input type="checkbox"/> CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 412	Biochemistry with lab	4

<input type="checkbox"/> COMM 220	Public Speaking	3
<input type="checkbox"/> MA 242	Introduction to Statistics	3
<input type="checkbox"/> PHY 221	General Physics I with lab	4
<input type="checkbox"/> PSY 140	General Psychology	3

## PRE-PHARMACY Advising Track

The requirements in this pre-professional track meet prerequisite course requirements of local pharmacy programs including Pacific University and Oregon State University in Oregon. Students are responsible for researching admissions requirements at the institutions in which they are interested and meeting the admissions requirements of their selected institutions, such as additional necessary coursework and minimum GPA requirements. Program entry is competitive and completion of this advising track at Warner Pacific University does not guarantee admission to a Pharmacy program.

<input type="checkbox"/> BIO 211 + 212	General Biology I + II with labs	4 + 4
<input type="checkbox"/> BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
<input type="checkbox"/> BIO 370	Microbiology with lab	4
<input type="checkbox"/> CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 412	Biochemistry with lab	4
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> MA 242	Introduction to Statistics	3
<input type="checkbox"/> MA 251	Calculus I	4
<input type="checkbox"/> PHY 221	General Physics I with lab	4
<input type="checkbox"/> PSY 140	General Psychology	3

## PRE-PHYSICIAN ASSISTANT Advising Track

The requirements in this pre-professional track meet prerequisite course requirements of local physician assistant programs including Pacific University, Oregon Health and Sciences University, and George Fox University in Oregon. Students are responsible for researching admissions requirements at the institutions in which they are interested and meeting the admissions requirements of their selected institutions, such as additional necessary coursework and minimum GPA requirements. Program entry is competitive and completion of this advising track at Warner Pacific University does not guarantee admission to a Physician Assistant program.

<input type="checkbox"/> BIO 211 + 212	General Biology I + II with labs	4 + 4
<input type="checkbox"/> BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
<input type="checkbox"/> BIO 250	Genetics with lab	4
<input type="checkbox"/> BIO 370	Microbiology with lab	4
<input type="checkbox"/> CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
<input type="checkbox"/> CHEM 412	Biochemistry with lab	4
<input type="checkbox"/> MA 242	Introduction to Statistics	3
<input type="checkbox"/> PSY 140	General Psychology	3

## MINORS

### MINOR in BIOLOGY

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

<input type="checkbox"/> BIO 211 + 212	General Biology I + II	4+ 4
<input type="checkbox"/> BIO 245	Evolution	3
<input type="checkbox"/> BIO 250	Genetics	4
<input type="checkbox"/> Upper division Biology courses chosen with advisor		6

### MINOR in CHEMISTRY

18 credits: 10 credits in residence.

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

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

### MINOR in COACHING

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

<input type="checkbox"/> BIO 121	Introduction to Anatomy & Physiology	4
<input type="checkbox"/> HE 240 <b>OR</b> 330	Nutrition <b>OR</b> Sports Nutrition	3
<input type="checkbox"/> HE 310 <b>OR</b> 370	Fitness Prescription <b>OR</b> Essentials of Strength & Conditioning	2-3
<input type="checkbox"/> KIN 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/> KIN 360	Organization and Administration of Sports	3
<input type="checkbox"/> SRM 240	Fundamentals of Coaching	3
<input type="checkbox"/> SRM 250	Sports Ethics	3
<input type="checkbox"/> SRM 340	Sports Psychology	3

## MINOR in HEALTH

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

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

## TEACHER LICENSURE, HEALTH

Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Health may apply to the Master of Arts in Teaching program (see page 70).

## MINOR in MATHEMATICS

21 credits: 10 credits in residence, 6 credits upper division.

<input type="checkbox"/> MA 251+ 252 + 253	Calculus I + II + III	4+4+4
<input type="checkbox"/> MA 242	Introduction to Statistics	3
<input type="checkbox"/> Upper division mathematics courses chosen with advisor		6

## TEACHER LICENSURE, MATHEMATICS

Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Advanced Mathematics may apply to the Master of Arts in Teaching program (see page 70).

## MINOR in PHYSICAL EDUCATION

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

<input type="checkbox"/> BIO 221	Human Anatomy and Physiology I	4
<input type="checkbox"/> KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/> KIN 325	Biomechanics	3
<input type="checkbox"/> KIN 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/> KIN 470	Adapted Physical Education	3
<input type="checkbox"/> PE 300-309 (one course)	Professional Activities	2

## MINOR in SPORTS MANAGEMENT

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

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

## ASSOCIATE DEGREE MAJORS

### A.S. in CYBERSECURITY

32 credits: 28 in residence

<input type="checkbox"/> IT 101	Foundation and Fluency with Information Technology	4
<input type="checkbox"/> IT 201, 202, 203, 204	IT Support I, II, III, IV	4, 4, 4, 4
<input type="checkbox"/> IT 251	Networking Fundamentals	6
<input type="checkbox"/> IT 281	Cybersecurity Fundamentals	6

To complete the A.S. Degree, students must also complete a total of 60 credits and all A.S. core requirements. This major includes 2 courses that will also apply to the A.S. core requirements: IT 101 (Information Technology) and IT 281 (Critical Thinking).

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

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

16. Analyze the relationship of technology to emerging issues in faith, society, and ethics.
17. Demonstrate the connection between technology and holistic human development
18. Solve new problems in a rapidly changing technological environment through the synthesis of existing knowledge and a process of continuous research and learning.

## A.S. in HEALTH SCIENCES

*This program is intended for students pursuing a career in nursing and is designed to fulfill the prerequisites needed for junior-status entry into typical nursing programs. Consult with the appropriate advisor in the Division of Natural Sciences and Health. Mathematics, elective and humanities courses should be chosen in correlation with published entry requirements for the nursing schools of intended application.*

30 credits: 18 in residence (of which 12 must carry the BIO or CHEM prefix)

<input type="checkbox"/> BIO 221 + 222	Human Anatomy and Physiology I + II	4 + 4
<input type="checkbox"/> CHEM 111	Introduction to Chemistry	4
<input type="checkbox"/> HD 330	Life Span Human Development	3
<input type="checkbox"/> HE 200	Medical Terminology	3
<input type="checkbox"/> HE 240	Nutrition	3
<input type="checkbox"/> Mathematics course, 100-level or higher		3
<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3

To complete the A.S. Degree, students must also complete a total of 60 credits and all A.S. core requirements. This major includes 3 courses that will also apply to the A.S. core requirements: SOC 140 (Urban Life), Math course (Quantitative Reasoning), and BIO 221 (Scientific Reasoning).

## A.S. in LIFE SCIENCES

*This program is intended to prepare students for further study in the life sciences or for entry-level work in life science laboratory settings.*

30 credits: 15 in residence (of which 12 must carry the BIO or CHEM prefix)

<input type="checkbox"/> BIO 211 + 212	General Biology I + II	
<input type="checkbox"/> <b>OR</b> BIO 221 + 222	Human Anatomy and Physiology I + II	4+4
<input type="checkbox"/> BIO 370	Microbiology	4
<input type="checkbox"/> CHEM 211 + 212	General Chemistry I + II	4 + 4
<input type="checkbox"/> HE 200	Medical Terminology	3
<input type="checkbox"/> MA 115	Precalculus	4
<input type="checkbox"/> MA 242	Introduction to Statistics	3

To complete the A.S. Degree, students must also complete a total of 60 credits and all A.S. core requirements. This major includes 3 courses that apply to the A.S. core requirements: MA 242 (Information Technology), MA 115 (Quantitative Reasoning), and BIO 211 or 221 (Scientific Reasoning).

## A.S. in SPORTS PERFORMANCE

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

30 credits: 15 credits in residence.

<input type="checkbox"/> BIO 121	Introduction to Anatomy and Physiology			4
<input type="checkbox"/> HE 240	Nutrition			3
<input type="checkbox"/> HE 310	Fitness Prescription			2
<input type="checkbox"/> HE 410	Fitness and Chronic Disease			3
<input type="checkbox"/> KIN 230	Introduction to Kinesiology			3
<input type="checkbox"/> KIN 350	Care and Prevention of Athletic Injuries			3
<input type="checkbox"/> Electives: Select at least four courses from the following:				11-12
HE 210	Stress Management (2)	SRM 240	Fundamentals of Coaching (3)	
HE 330	Sports Nutrition (3)	SRM 250	Sports Ethics (3)	
HE 340	Current Health Issues (3)	SRM 260	Sociology in Sports (3)	
HE 370	Strength and Conditioning (3)	SRM 270	Facilities and Events Management (3)	
KIN 310	Motor Learning (3)	SRM 340	Sports Psychology (3)	
KIN 325	Biomechanics (3)	SRM 350	Communication in Sports (3)	
KIN 360	Org and Admin of Sports (3)	SRM 450	Sports Law (3)	

To complete the A.S. Degree, students must also complete a total of 60 credits and all A.S. core requirements. This major includes 1 courses that will also apply to the A.S. core requirements: BIO 121 (Scientific Reasoning). There are also elective options that could apply to core: HE 210 (Holistic World View), SRM 250 (Ethics), SRM 260 (Diversity), SRM 340 (Urban Life).

## CERTIFICATE PROGRAM

### CYBERSECURITY TECHNICIAN CERTIFICATE

Qualified students who do not wish to pursue a degree program may attend as non-degree students to obtain a Cybersecurity Technician Certificate by completing the following courses:

<input type="checkbox"/> IT 201, 202, 203, 204	IT Support I, II, III, IV	4, 4, 4, 4
<input type="checkbox"/> IT 251	Networking Fundamentals	6
<input type="checkbox"/> IT 281	Cybersecurity Fundamentals	6

## DIVISION OF NURSING

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

**Dean of Nursing:** Dr. Linda Campbell

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

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

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

**Location:** Warner Pacific University (WPU) Centre 205 East Campus, 1.8 miles east of the Mt. Tabor Campus near Division & I-205: 2600 SE 98th Ave., Suite 200, Portland, OR 97266. Clinical experiences are at a variety of facilities across the Portland metro area and some rural sites within driving distance.

### ADMISSION TO THE NURSING PROGRAM

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

#### Application to the BSN Degree Program

All required materials and verifications must be submitted to the Warner Pacific University Admissions Office by April 15 (Fall Cohort Applications) or by October 15 (Spring Cohort Applications). This secondary application and approval process includes:

1. Verification through transcript analysis by WPU's Records Office for completion of the following prerequisite courses:
  - a. Human Anatomy & Physiology series (not introductory), equivalent to two semesters, completed within the past seven years
  - b. 1 course in Microbiology with lab, completed within the past seven years
  - c. 1 course in Chemistry with lab (>100 level), completed within the past seven years
  - d. 1 college level Math course (>100 level)
  - e. 1 course in General Psychology
  - f. 1 course in General Sociology
  - g. 1 course in Life-Span Human Development
  - h. Junior standing with completion of WPU general education core requirements (refer to transcript evaluation from WPU Records)
2. Verification through transcript analysis by WPU's Records Office of a cumulative grade point average (GPA) of 2.5 or higher from all previous college coursework.
3. Verification through transcript analysis by WPU's Records Office of a cumulative GPA of 2.5 or higher on all prerequisite science courses taken within the past seven years. Note: For science courses taken more than once in the past seven years, the Records Office will use the higher GPA of the first two attempts for this calculation.
4. Submission of your response to the following essay question: Diversity is a core theme of Warner Pacific University, and increasing diversity in nursing is a goal of the Division of Nursing. In 500 words or less (typed, double-spaced with one-inch margins, include your name), please discuss why you think it is important to have diverse persons in healthcare delivery and how in the future you will contribute to diversity in nursing.
5. Submission of your information regarding current or previous healthcare experience. You may upload a resume or short response that identifies any current or previous healthcare experience and any education, training, license, or certification you have had in a healthcare-related field (e.g., LPN, CNA, EMT, Military Medic, etc.).

#### Admission to the BSN Degree Program

1. Prospective students: Apply to Warner Pacific University, completing all elements (WPU essay, official transcripts, FAFSA if you are planning to file one, etc.).
2. When you have met prerequisite and general education core requirements (or are completing these in the current academic term), submit your completed BSN Degree Program application as follows:
  - a. Transfer (external) students: Complete the electronic BSN application when applying to WPU.
  - b. Current (internal) WPU students: Submit the completed BSN application packet at the Admissions Office on the Mt. Tabor Campus. Students should apply by April 15 for Fall admission and by October 15 for Spring admission.
3. The Division of Nursing reserves the right to request an interview (virtual or face-to-face) to determine fit with the BSN Degree Program
4. The Division of Nursing will make decisions and will notify accepted students by phone and/or email. To secure their spot, all accepted applicants will email the initialed/signed and dated registration form to the BSN advisor and meet with a counselor in the Student Financial Services Department. Those transfer/external applicants accepted into the BSN Degree Program will also submit a \$200 tuition deposit via payment link.
5. Please note: In accordance with WP's Campus Preparedness Plan, OSBN's standards for Registered Nurses, OHA's mandates for all healthcare workers, and all clinical partners' guidelines, COVID-19 vaccination and masking are required for admitted Nursing students. By signing the registration form, you agree to be fully vaccinated (having received all required immunizations and boosters at least two weeks before you begin your first semester in the BSN Degree Program).

## RN LICENSURE PROCESS

Warner Pacific (WP) University's Division of Nursing follows the RN licensure statute required by the Oregon State Board of Nursing (OSBN) (Oregon Nurse Practice Act - Division 21). BSN students who have completed all program requirements are eligible to sit for the NCLEX-RN; however, program and NCLEX-RN success do not guarantee eligibility for RN licensure. In particular, the OSBN may not license certain individuals related to prior criminal histories.

If concerned about the impact of health-related diagnoses or findings on a criminal background check, the student is encouraged to contact the OSBN or the board of nursing in the state in which the licensure application will be submitted. The OSBN reviews situations on a case-by-case basis but cannot guarantee a student's eligibility for RN licensure.

WP's BSN Degree Program provides students with information regarding the application process for RN licensure and the NCLEX-RN in the last semester of their baccalaureate program. OSBN provides necessary related steps: (a) students apply to the OSBN and pay required fees; (b) after all final grades have been posted, the BSN Degree Program's Nurse Administrator (Dean) submits the date of graduation through the OSBN portal; (c) still eligible graduates receive an email from Pearson-Vue that includes an Authorization to Test with a proposed testing date/site. OSBN resolves any licensure issues after all steps have been completed."

## MAINTAINING GOOD STANDING IN THE NURSING PROGRAM

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

1. Meet all requirements as outlined in the Warner Pacific University BSN Degree Program Handbook.
2. Maintain a cumulative grade point average of 2.0 or higher and a minimum GPA of 2.5 in Nursing courses. Each course in the major must be passed with a minimum grade of "C-".
3. Declare and document any subsequent reportable behavior (as gathered in a background check) after program admission.

## COSTS

**Tuition and Fees:** See the Tuition and Fees section of this catalog.

**Other First Semester Costs:** Individual consumable supplies: Scrubs (two sets are recommended) purchased from WPU-Medline Website, stethoscope, bandage scissors, watch with second hand

**Costs Associated with Clinical Activities:** Clinical passport requirements: Variable (e.g., any needed immunizations), Travel and parking fees associated with clinical rotation sites

**Costs associated with Graduation:** Graduation application (included in final semester WPU fee), Nursing pin (approximately \$30)

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

## PREREQUISITES

**Required Prerequisite Courses** (28 Credits):

<input type="checkbox"/> BIO 221 + 222	Human Anatomy and Physiology I + II, with labs	4 + 4
<input type="checkbox"/> BIO 370	Microbiology, with lab	4
<input type="checkbox"/> CHEM 111	Introduction to Chemistry, with lab	4
<input type="checkbox"/> MA 104	Math for Liberal Arts	3
<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> SOC 140	Sociology	3
<input type="checkbox"/> HD/SW 330	Life Span Human Development	3

**Suggested Courses** (for areas of interest and/or if needed for general education core requirements):

<input type="checkbox"/> BIO 212	General Biology II	4
<input type="checkbox"/> BIO 250	Genetics	4
<input type="checkbox"/> HE 150 <b>OR</b> HE 240	Personal Health and Fitness <b>OR</b> Nutrition	2-3
<input type="checkbox"/> MA 242	Introduction to Statistics	3
<input type="checkbox"/> PHIL 300	Ethics	3
<input type="checkbox"/> REL/SOC 310 <b>OR</b> SOC/TH 370	Religions of the World <b>OR</b> Community Engagement: Tools for Social Change	3
<input type="checkbox"/> SS 351 <b>OR</b> SOC 340	Cultural Anthropology <b>OR</b> Race and Ethnic Relations	3

## B.S. in NURSING

53-56 credits: 53 credits in residence, 51 credits upper division.

<input type="checkbox"/> NURS 210	Interprofessionalism	2
<input type="checkbox"/> NURS 301	Pathophysiology	3
<input type="checkbox"/> NURS 302	Pharmacology	3
<input type="checkbox"/> NURS 336	Health Assessment and Health Promotion (Didactic, Skills Lab Practicum)	4
<input type="checkbox"/> NURS 340	Medical-Surgical Nursing I: Providing Care (Didactic, Skills Lab Practicum, Clinical)	5
<input type="checkbox"/> NURS 350	Diversity, Equity, and Advocacy	3
<input type="checkbox"/> NURS 370	Research, Statistics, and Evidence-Based Practice	3
<input type="checkbox"/> NURS 380	Maternal and Neonatal Health Nursing (Didactic, Skills Lab Practicum, Clinical)	3
<input type="checkbox"/> NURS 390	Elective Externship (if desired, available) (Seminar, Skills Lab Practicum, Clinical)	2-3
<input type="checkbox"/> NURS 400	Child and Adolescent Health Nursing (Didactic, Clinical)	3
<input type="checkbox"/> NURS 410	Family and Community Health Nursing (Didactic, Clinical)	3
<input type="checkbox"/> NURS 440	Medical-Surgical Nursing II: Managing Care (Didactic, Skills Lab Practicum, Clinical)	6
<input type="checkbox"/> NURS 460	Leadership I: Epidemiology, Prevention and Informatics	3
<input type="checkbox"/> NURS 470	Mental Health Nursing (Didactic, Clinical)	3

❑ NURS 480	Leadership II: Caring, Safety and Leadership (Didactic)	3
❑ NURS 490	Leadership III: Leadership and Management Capstone (Clinical)	6

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

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

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

## DIVISION OF SOCIAL WORK

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

*The WPU Social Work Program goals are to provide graduates to the community, region, and beyond who:*

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

**Dean of Social Work:** Dr. Stephanie Mace

### ADMISSION TO THE SOCIAL WORK PROGRAM

The WPU Social Work Program is accredited by the Council on Social Work Education (CSWE), the national association representing social work education in the United States. The Social Work Program has established the criteria for admission that it believes will best position students to be successful in the field of social work and in accordance with common registration and/or licensing requirements. The Social Work Application Packet is available electronically and in print from the Social Work Program. It is also distributed and discussed during Social Work Information Meetings and as part of SW 200, Exploring Social Work. It articulates the time frame, academic and other requirements, and expectations for admission, and also includes the Social Work Student Handbook. The application packet contains all necessary forms and instructions. Prior to formal application, students are encouraged to discuss any concerns with their advisor or the Program Director. Students must be admitted to the Social Work Program prior to enrolling in the social work field education courses (SW 491, SW 492, SW 495, and SW 496).

The application approval process includes:

1. Completion of SW 200 Exploring Social Work and achievement of sophomore class standing.
2. A cumulative grade point average (GPA) of 2.0 or higher and a minimum of 2.5 GPA in Social Work courses. Coursework required for the Social Work Major must be completed with a grade of C- or higher. Warner Pacific does not grant Social Work course credit for life experience or previous work experience.
3. Completion of Social Work Program Application .
4. Disclosure of criminal history and/or pending charges. Formal verification may be required by the Social Work Program and/or the Field Practicum site.
5. Submission of two letters of reference: One reference should be from a non-social work WPU faculty or staff person, and one from non-relative source with personal knowledge of the student's character, suitability for the social work profession, and experience.
6. A personal narrative of 750-1000 words in APA style that demonstrates competent and professional writing and communication skills is required of all applicants. It must include:
  - a. A summary of life experiences, perspectives, and motivation that brought the student to the point of application;
  - b. A discussion of personal values and ethics and degree of congruency with the NASW Code of Ethics and the overall purpose of the social work profession;
  - c. A personal assessment of strengths and challenges that may impact the student's future career
  - d. A summary of knowledge and experience with diversity, human rights, and justice
  - e. A description of how the student intends to use the Social Work degree
7. Participation in a personal interview with the social work faculty and at least one other non-social work faculty member.

## MAINTAINING GOOD STANDING IN THE SOCIAL WORK PROGRAM

In order to maintain good standing and eligibility to earn a Social Work degree, students who have been admitted to the Social Work program must:

1. Maintain a cumulative grade point average of 2.0 or higher and a minimum GPA of 2.5 in Social Work courses. Each course in the major must be passed with a minimum grade of "C-".
2. Report and document any subsequent criminal behavior after program admission.

## BACHELOR OF SOCIAL WORK (BSW)

Prerequisites: 10 credits

<input type="checkbox"/> BIO 121	Intro to Anatomy and Physiology	4
<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3

Major Requirements: 48 credits\*: 34 in residence, 34 upper division.

<input type="checkbox"/> SW 200	Exploring Social Work	3
<input type="checkbox"/> SW 330	Life Span Human Development	3
<input type="checkbox"/> SOC 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/> SW 380	Practice I: Individuals	4
<input type="checkbox"/> SW 385	Practice II: Families and Groups	4
<input type="checkbox"/> SW 390	Practice III: Organizations and Communities	4
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> SW 420	Addictions, Mental Health, and Trauma	3
<input type="checkbox"/> SW 485	Human Trafficking and Human Rights	3
<input type="checkbox"/> SW 491+492	Field Practicum I + II	5+5
<input type="checkbox"/> SW 495+496	Field Practicum Seminar I + II	2+2

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

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

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

## DUAL DEGREE: BACHELOR OF SOCIAL WORK (BSW) and B.S. in CRIMINAL JUSTICE

*This program provides an opportunity for students to graduate with two degrees, a baccalaureate degree in Social Work (BSW) and a BS degree in Criminal Justice. Students must meet all requirements for the Social Work Program as described in the preceding sections, as well as coursework to complete the additional degree in Criminal Justice. For the field practicum requirement, students will need to be placed in at a field site that provides preparation for both social work and criminal justice fields; please consult with your advisor for additional details.*

69 credits: 34 credits in residence; 51 upper division credits.

<input type="checkbox"/> PSY 140	General Psychology	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3
<input type="checkbox"/> PS 140	American Government	3
<input type="checkbox"/> PS 200	Foundations of the American Legal System	3
<input type="checkbox"/> SW 200	Exploring Social Work	3
<input type="checkbox"/> SOC 250	Criminology	3
<input type="checkbox"/> SW 330	Life Span Human Development	3
<input type="checkbox"/> SS/REL 335	Restorative Justice	3
<input type="checkbox"/> SOC 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/> SW 380	Practice I: Individuals	4
<input type="checkbox"/> SW 385	Practice II: Families and Groups	4
<input type="checkbox"/> SW 390	Practice III: Organizations and Communities	4
<input type="checkbox"/> SOC 390	Poverty in the Urban Context	3
<input type="checkbox"/> <b>OR</b> SOC 360	Urban Sociology	
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> SW 420	Addictions, Mental Health, and Trauma	3
<input type="checkbox"/> SW 485	Human Trafficking and Human Rights	3
<input type="checkbox"/> SW 491+492	Field Practicum I + II	5+5
<input type="checkbox"/> SW 495+496	Field Practicum Seminar I + II	2+2

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

### Learning Outcomes for the Dual Degree in Social Work and Criminal Justice:

Upon successful completion of the Dual Degree in Social Work and Criminal Justice, graduates will be able to demonstrate behaviors that show competence in the following:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Exhibit knowledge of the historical, philosophical, and theoretical underpinnings of Criminal Justice systems.
- Advance human rights and social, economic, and environmental justice.
- Evaluate Criminal Justice issues in light of the complexities of national origin, ethnicity, gender, sexual orientation, disabilities, and cultural relations and the challenges of these social divides.
- Engage in practice-informed research and research-informed practice.
- Discuss Criminal Justice theories and practice principles as they relate to a restorative justice approach.
- Explain methods, statistics, research, and the application of technology in the field of Criminal Justice.
- Engage in policy practice to advance social and economic well being.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.
- Describe the interaction of human systems: individual, interpersonal, group, family, organizational, community, and societal in reference to Criminal Justice.
- Understand how mental health, addictions, and trauma impact individuals, families, groups, organizations, and communities and additionally how these factors contribute to criminal activity.
- Assess the challenges in the Criminal Justice system in light of an urban context.
- Integrate understandings and practices of spirituality within the discipline of Criminal Justice.

## OFF-CAMPUS STUDY (OCS) PROGRAMS

Warner Pacific offers several opportunities for off-campus study through a partnership with the Council for Christian Colleges and Universities (CCCCU).

### Application Eligibility

- Minimum of one semester full-time attendance at WPU before application to OCS
- Proof of a cumulative GPA of 2.75
- FAFSA/waiver on file with Financial Aid (if applicable)
- Junior or Senior class standing during OCS term

### Application Process

All students interested in any off-campus study program need to complete the WPU OCS Process before applying to an off-campus study program. The WPU OCS Process consists of the following:

1. Application, WPU: Complete and submit the required forms to the Records Office, including the Application Packet and the Faculty Reference Form.
2. Application, CCCU: Go to <https://www.cccuglobaled.org/> to research chosen program and begin the CCCU GlobalEd application process (done concurrently with the WPU OCS process).
3. Interview: All applicants will be interviewed by the WPU OCS Selection Committee
4. Selection: Successful applicants will be notified of their eligibility to apply directly to their target OCS Programs with ample time to meet the individual application deadlines of their selected OCS Programs
  - Currently, a maximum of four (4) students per academic year are selected by the WPU OCS Selection Committee to represent WPU at Off-Campus Study Programs. These four students are eligible to have their WPU financial aid applied to the costs of their off-campus study term. Students participating in an off-campus study program may be subject to additional charges.
  - Students must be approved by both the WPU OCS Selection Committee and the CCCU Global Ed selection process to be eligible for full OCS benefits.
  - Students who participate in an OCS Program without being selected need to check with Financial Aid as there is no guarantee of any WPU financial aid for the off-campus study term.

Contact the Records Office for information and forms about the WPU OCS Process.

## CCCCU OFF-CAMPUS STUDY SEMESTER PROGRAMS

The Council for Christian Colleges and Universities (CCCCU), an association of 113 members and 73 affiliate institutions in 23 countries, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional learning environment. These interdisciplinary learning opportunities are available to juniors and seniors, while some programs also accept second-semester sophomores. For further information, visit <https://www.cccuglobaled.org/>

### American Studies Program (ASP)

Since 1976, the American Studies Program has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. Nearly 500 of ASP's 3,000+ alumni have returned to work in the DC metro area in a variety of professional fields—private and public, for-profit and non-profit. Each student enrolls in the program's two practicum courses: **Internship and Professional Development Practicum**.

In addition, students apply to either the **Public Policy track** or the **Strategic Communication track**. The Public Policy track equips and supports students in their analysis of a pressing public policy issue. Each student produces original research by engaging area experts and practitioners off-site and in the classroom as they investigate the local, national and global factors that influence policy-making in Washington, D.C. The Strategic Communication track engages Washington, D.C.-based organizations and communication professionals to explore the role of strategic communication in achieving organizational goals. Field-work activities explore current best practices in communicating critical organizational messages to key internal and external constituents and stakeholders. Students compare how different types of organizations set strategic direction, develop and evaluate messages, choose appropriate communication channels and tactics, and measure output and impact outcomes. *ASP students earn 15–16 semester credits.*

### Contemporary Music Center (CMC)

The Contemporary Music Center provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: Artist, Business and Technical. The **Artist Track** is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The **Business Track** is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. The **Technical Track** prepares students for careers in live sound, concert lighting and studio recording. Students within each of the tracks receive instruction, experience, and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to mount and execute a **week-long tour** at the end of the semester. Each track includes coursework, labs, directed study, and a practicum. *CMC students earn 16 semester credits.*

### Middle East Studies Program (MESP)

Based in Amman, Jordan, this program offers students the unique opportunity to become immersed in the complex and strategically central modern Middle East. Under the guidance of a staff with over 30 years of experience living in the region, students live together in a close-knit community and explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. Students also earn up to 6 credits of advanced **Arabic language** and serve at local organizations with the opportunity to earn intercultural internship/practicum credit throughout the semester. During the program's substantial **travel components** (recently including Israel/Palestine, Islamic Spain, Morocco, and Turkey), students participate in **homestays** and discover the diversity and dynamism of Middle Eastern cultures by experiencing their foods, customs, schools, neighborhoods, and places of worship. At a time of change in the Middle East, MESP empowers and equips students to relate to Muslim, Eastern Christian, and Jewish peoples in a guided and Christ-centered approach. *MESP students earn 15-18 semester credits.*

### Oxford Summer Programme (OSP)

The Oxford Summer Programme pairs students with **Oxford University professors** to do intensive scholarship in the oldest university in the English-speaking world. During the four-week programme, students hone their research and writing skills and delve into their chosen disciplines, occasionally **traveling the United Kingdom** to explore the relationship between Christianity and the development of the British Isles. Seminars and tutorials (one-on-one **mentorships sessions** with expert Oxford scholars) feature specialized topics in the areas of English language and literature, history, art, science, philosophy, and theology. The programme is structured for rising college sophomores, juniors, and seniors, as well as graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. *OSP students earn 6 semester credits.*

### The Scholars' Semester in Oxford (SSO)

The Scholars' Semester in Oxford is specifically designed for students seeking an academically rigorous and robust experience. As **official Registered Visiting Students** of Oxford University, students study within Oxford's acclaimed tutorial pedagogy to receive weekly, **one-on-one instruction** from a faculty comprised of widely-published authors, historians, former international ambassadors, and other celebrated scholars. Students choose from hundreds of subjects within the disciplines of Classics, English Language and Literature, History, History of Art, Modern Languages (French, German, Italian, Portuguese, and Russian), Musicology, Philosophy, Psychology, or Theology, and earn access to Oxford's **119 libraries featuring 11 million books** and outstanding electronic resources. SSO students enroll in a primary and secondary tutorial, an independent undergraduate research seminar, and a British core course featuring frequent **travel around the British Isles**. SSO also offers 18 thematic or integrative concentrations including Gender Studies, Film Studies, Philosophy of Science, and more. If choosing to return for a second term, students write a substantial thesis on a topic of their choice. Applicants are generally honors students and must have at minimum a 3.7 GPA to be considered for the programme. *SSO students earn 17 semester credits for a semester and may complete two semesters of the programme.*

## PGS 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, who have experience in a broad range of careers and disciplines, and who can benefit from, and contribute to, the opportunities offered at the university. The admission requirements for each program are outlined in detail in this section.

### CAMPUS 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 can be applied in the workplace the next day. Prospective students may visit classes by special arrangement with Enrollment staff.

### WHEN 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).

### HOW TO APPLY

To obtain application materials and information, contact the PGS Enrollment Office by phone, 503-517-1020. Completed materials may be mailed to:

Office of Admission  
Warner Pacific University  
2219 SE 68th Avenue  
Portland, Oregon 97215-4026

Prospective students are encouraged to apply online at Warner Pacific University website at <https://www.warnerpacific.edu/admissions-aid/apply/>.

### ADMISSION REQUIREMENTS: UNDERGRADUATE

The following are required to complete the application process:

1. Completed Warner Pacific University application for admission
2. Signed Acceptable Use Policy (AUP) form
3. Official transcripts from all higher education institutions attended.
  - o 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.
  - o 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.
4. Minimum GPA of 2.0 on previous college coursework
  - o Applicants who have a cumulative entering grade point average between 1.75 and 1.99, and who have not taken any college coursework for a period of at least three years, may be considered for admission on academic probation through the Academic Forgiveness Policy.
  - o Applicants who have a cumulative GPA below 2.0 but demonstrate ability and motivation to achieve academic success may be considered for admission on academic probation by action of the Admissions Review Committee.
5. English proficiency: Students whose native language is not English may be required to demonstrate English proficiency. The TOEFL (70+), IELTS (6.0+), Duolingo English Test (95+) or other appropriate instruments may be used for this purpose. Students may also demonstrate proficiency by presenting one of the following: 1) Transcripts from Pacific International Academy with successful completion of Level 5 coursework, 2) Transcripts from an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 3) Documentation that the student completed their entire secondary school education in the English language.
6. Any additional requirements for the student's selected program, as detailed in the following section.
7. 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

1. High School Graduation (Diploma or GED)

#### All Baccalaureate programs (Major cohort courses)

1. 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

1. Successful completion of a first year accounting series or its equivalency, grades of C- or higher, within the five-year period prior to entering the bachelor program.
2. Successful completion of a Computer Applications course (including coverage of Excel spreadsheets) or equivalent demonstrated proficiency.
3. Successful completion of a college-level Business Mathematics or College Algebra course or equivalent demonstrated proficiency.

### Paraprofessional Education Program (PEP)

The Paraprofessional Education Program (PEP) 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:

1. A personal narrative stating “Why I want to be a teacher” (to be completed during ED 250A)
2. Three recommendations (2 from school district, 1 from a professional individual who can attest to the applicant's work ethic)
3. 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:

1. Completed Warner Pacific University International Student application for admission
2. Signed Acceptable Use Policy (AUP) form
3. 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.
4. 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 following evaluation service providers for coursework completed outside the United States:  
InCred International Credit Evaluations, Web: [www.incredevals.org](http://www.incredevals.org), Email: [InCred@naia.org](mailto:InCred@naia.org) (Required for varsity athletes)  
World Education Service (WES), Web: [www.wes.org](http://www.wes.org), Email: [info@wes.org](mailto:info@wes.org)
5. Minimum GPA of 2.0 on previous college coursework.
  - o Applicants who have a cumulative entering grade point average between 1.75 and 1.99, and who have not taken any college coursework for a period of at least three years, may be considered for admission on academic probation through the Academic Forgiveness Policy.
  - o Applicants who have a cumulative GPA below 2.0 but demonstrate ability and motivation to achieve academic success may be considered for admission on academic probation by action of the Admissions Review Committee.
6. English proficiency: Students whose native language is not English are required to demonstrate English proficiency. The TOEFL (70+), IELTS (6.0+), Duolingo English Test (95+) or other appropriate instruments may be used for this purpose. Students may also demonstrate proficiency by presenting one of the following: 1) Transcripts from Pacific International Academy with successful completion of Level 5 coursework, 2) Transcripts from an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 3) Documentation that the student completed their entire secondary school education in the English language.
7. 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. *Admission in Good Standing*  
Applicant met all criteria and was admitted in good standing.
2. *Admission 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:
  - o 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
  - o 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

The following are required to complete the application process:

1. Completed Application for Admission
2. Signed Acceptable Use Policy (AUP) form
3. Baccalaureate degree from a regionally accredited college or university
4. Official transcripts from the institution that granted the baccalaureate degree
5. Minimum cumulative GPA of 3.0 or higher, reflected on the baccalaureate-degree transcript
  - o If applicant's admission GPA is under 3.0, applicant may supply a letter explaining any mitigating circumstances that affected their undergraduate GPA
6. Any additional requirements for the student's selected graduate program, as detailed in the following section.
7. Applicants who do not meet minimum admission requirements will be referred to the Admissions Review Committee and the appropriate graduate program director for evaluation.

## ADDITIONAL ADMISSION REQUIREMENTS: GRADUATE

Listed below are additional requirements needed to enter specific programs:

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

1. Two professional or academic letters of recommendation (non-family members)
2. Phone Interview
3. Academic Paper- Writing Sample
4. Applicants who do not meet minimum admission requirements will be referred to the Admissions Review Committee for evaluation.

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

1. Writing sample (no longer than 1-page) answering the following questions:
  - o Why do you want to earn an MAOL?
  - o What experiences have you had that lead you to this degree?

### **Master of Arts in Teaching (MAT) – Admission Requirements**

1. Three professional or academic recommendations
2. 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.)
3. Fingerprints submitted to TSPC (must be cleared before placement for student teaching), must submit documentation that indicates this item has been completed
4. Interview with program faculty

### **Master of Business Administration (MBA) – Admission Requirements**

1. Writing sample (no longer than 1-page) answering the following questions:
  - o Why do you want to earn an MBA?
  - o What experiences have you had that led you to this degree?
2. The MBA includes coursework that requires a foundational understanding of business math principles. Students can demonstrate this knowledge through a college-level business math or college algebra course on their undergraduate transcript. Students who do not have this preparation in their educational background will be expected to either a) demonstrate business mathematics competence via a passing score on the DSST Exam in College Algebra or b) complete an approved college math class before starting the MBA.
3. The MBA includes coursework that requires a working knowledge of Excel. Students can demonstrate this knowledge through a college-level Microsoft Office or Microsoft Excel course on their undergraduate transcript. Students who do not have this preparation in their educational background will be expected to either a) demonstrate Excel competence via a passing score on an approved proficiency exam or b) complete an approved Microsoft Office or Excel course before starting the MBA.

### *Additional Requirements for Admission to the 4.1 MBA with Advanced Placement*

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

### **Master of Education (M.Ed.) – Admission Requirements**

1. Three letters of recommendation
2. State-issued teaching license
3. At least one year of teaching experience

## INTERNATIONAL STUDENT ADMISSION: GRADUATE

The following are required to complete the application process:

1. Completed Warner Pacific University International Student application for admission
2. Signed Acceptable Use Policy (AUP) form
3. 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 following evaluation service providers for coursework completed outside the United States:  
InCred International Credit Evaluations, Web: [www.incredevals.org](http://www.incredevals.org), Email: [InCred@naia.org](mailto:InCred@naia.org) (Required for varsity athletes)  
World Education Service (WES), Web: [www.wes.org](http://www.wes.org), Email: [info@wes.org](mailto:info@wes.org)
4. Minimum GPA of 3.0 on previous college coursework.
5. English proficiency: Students whose native language is not English are required to demonstrate English proficiency. The TOEFL (70+), IELTS (6.0+), Duolingo English Test (95+) or other appropriate instruments may be used for this purpose. Students may also demonstrate proficiency by presenting one of the following: 1) Transcripts from Pacific International Academy with successful completion of Level 5 coursework, 2) Transcripts from an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 3) Documentation that the student completed their entire secondary school education in the English language.
6. 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. *Admission in Good Standing*  
Applicant met all criteria and was admitted in good standing.
2. *Admission 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:
  - o 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
  - o 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 Dean 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.
  - o Missing admission documents  
The appropriate Division Dean 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 READMISSION

Former Warner Pacific University Students who have withdrawn from the university or have failed to maintain continuous enrollment (students who have not been enrolled for at least two consecutive terms) may apply for readmission.

Re-admitted students are required to complete the degree requirements specified in the current catalog 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 readmission process:

1. Completed application for readmission
2. Signed Acceptable Use Policy (AUP) form
3. Official transcript from each college and university attended in the interim sent directly from the institution to the Office of Enrollment
4. 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:

1. Completed non-degree seeking student application for admission
2. Signed Acceptable Use Policy (AUP) form
3. 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 catalog 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 notification of their admission status, including:

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

Prices good through Spring Semester 2024.  
Prices listed are subject to change without notice.

## TUITION

Associate Cohort Courses	\$270 per credit
Bachelor Cohort Courses	\$540 per credit
Graduate Cohort Courses	\$780 per credit
Courses in the Minor	\$540 per credit
Traditional Program Courses	\$830 per credit
CLS 200A	\$270 per course

## ACADEMIC DEPARTMENTAL FEES

BUS 223A Course Materials Fee	\$35
BUS 613A MBA Thesis Fee	\$125
ED 491A/690A Student Teaching I	\$150
ED 495A/691A Student Teaching II	\$300

## ADMINISTRATIVE AND SPECIAL FEES

Application fee (non-refundable, submitted with application for admission)	\$25
Credit by Examination, examination fee	\$85
Credit by Examination, transcribing fee, per credit	\$70
Diploma Change Fee (no cover)	\$25
Diploma Change Cover Replacement Fee	\$15
Directed Study Fee, additional per course	\$250
DSST Examination Fee (Paid directly to DSST, fees subject to change, non-refundable)	\$100
DSST Examination Site Fee (Due at time of registration, non-refundable)	\$25
Graduation Fee - Graduate (includes cap, gown and hood)	\$175
Graduation Fee - Undergraduate (includes cap and gown)	\$120
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- 1st Submission	\$125
PLE Essay Submittal- 2nd Submission (if applicable)	\$75
Teacher Education Placement File Set-up Fee	\$25
Transcript Fee, standard delivery	\$7

## BOOKS AND SUPPLIES

In order to provide Professional & Graduate Studies (PGS) students with maximum dependability and affordable choices, WPU has chosen to partner with Slingshot. The partnership with Slingshot 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 PGS programs are automatically shipped their course materials as part of the Slingshot program. Course material charges are added to the student's WPU Student Account when the materials are shipped (about two weeks before each course starts). Students have the option of choosing whether they receive New, Used, Rental, or Digital books. Students access their textbook information on the Slingshot website at [warnerpacific.slingshotedu.com](http://warnerpacific.slingshotedu.com).

Students have the choice to opt out of this program by contacting their 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 Slingshot website. To receive books in a timely fashion, students should be registered for classes three weeks before the course start. Books and materials are shipped about two weeks before each course start date and are delivered approximately one week before each course start date. In order to avoid book charges, students must return rental books and books for dropped classes as instructed. Direct questions to Slingshot at 1-888-392-2930 or [support@slingshotedu.com](mailto:support@slingshotedu.com). Students who believe they have extenuating circumstances that warrant an exception to the textbook policy should appeal to the Office of the Vice President for Academic Affairs. Additional information regarding textbooks and Slingshot can be found in the following places: Student 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 and 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 Accounts. 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 Accounts 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.

## FINANCIAL POLICIES AND PROCEDURES

### Online Student Accounts

Student account information is available online to review tuition charges and make payments. Students may log in at [mywp.warnerpacific.edu](http://mywp.warnerpacific.edu). For assistance with your Warner Pacific University User Account login and password, please contact the helpdesk at 503-517-1399.

### Financing Options

The following alternatives require a student to file a FAFSA (Free Application for Federal Student Aid). The Office of Financial Aid 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 Accounts must be notified.

- PRIVATE LOANS
- PRIVATE SCHOLARSHIPS
- VETERANS BENEFITS
  - Please contact the Department of Veterans Affairs at 1-888-442-4551 for information regarding benefit eligibility.
- TRADE ACT
  - Please contact the Oregon Employment Department at 1-877-639-7700 for information regarding program 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 Accounts. 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 online payment on [MyWP.warnerpacific.edu](http://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 503-517-1091 (only VISA, MasterCard, & Discover)
4. Mailing checks to:
  - Warner Pacific University
  - Attn: Office of Student Accounts
  - 2219 SE 68th Ave
  - Portland, OR 97215

### Credit Cards Accepted

Visa, MasterCard, Discover, and American Express are accepted online at [mywp.warnerpacific.edu](http://mywp.warnerpacific.edu). Visa, MasterCard, and Discover are accepted for payments made by phone or in person.

### Changing Payment Plan Options

The Primary Payment Plan Option may be changed while attending Warner Pacific University provided the student account is in good standing. In order to change plans, the student must contact the Office of Student Accounts 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 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 Accounts.

**Withdrawal**

Withdrawing from a course may result in a student owed balance payable to Warner Pacific University. Please refer to the Attendance Policy in this catalog 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 Advisor and a 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 Slingshot website at [warnerpacific.slingshotedu.com](http://warnerpacific.slingshotedu.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 catalog.

**Regular Refund Schedule**

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:

Course Length	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

**Refund Schedule for Wisconsin Residents**

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:

Course Length	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

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

## SOURCES OF ASSISTANCE

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
- Subsidized Federal Stafford Loan
- Unsubsidized Federal 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, as well as the Federal Direct Stafford Loan Program. Students ineligible to file the FAFSA in residence in Oregon may file the Oregon Student Aid Application (ORSAA) through the Office of Student Access and Completion in order to be considered for the Oregon Opportunity Grant and state scholarships.

### Grant Programs

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

*Federal Supplemental Educational Opportunity Grant (FSEOG):* Federally funded grants awarded to 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 Teacher Education Assistance for College and Higher Education (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.gov/TEACH>

The Warner Pacific TEACH Grant is available to graduate students in the MAT and Med programs and to undergraduate students in the B.S. in Early Childhood/Elementary Education program. Students may contact the Office of Financial Aid for additional information and an application form.

*Oregon Opportunity Grant:* State-funded grant that requires filing a FAFSA or the alternative need based application provided by the state. More information is available at the state website [www.oregonstudentaid.gov](http://www.oregonstudentaid.gov). The grant is administered by the Office of Student Access and Completion (OSAC).

### 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 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.

#### **Student Loan Advocate Disclosure for Washington State Students**

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](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto: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](http://www.benefits.va.gov). To establish eligibility at Warner Pacific, the student should submit

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

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 of 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 this catalog.

#### **Important Facts**

- Financial aid is intended for educational expenses.
- 'Double-up' or concurrent coursework results in additional tuition charges without additional financial aid in most cases.
- 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.
- The 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.
- 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 delays in the processing of financial aid, it is recommended the student file a FAFSA as early as possible each year, beginning October 1st.

### **SATISFACTORY ACADEMIC PROGRESS**

Warner Pacific University is mandated by the U.S. Department of Education per Federal regulations to qualitatively (grade-based) and quantitatively (time-related) monitor the academic progress of financial aid recipients. The standard is cumulative and includes all periods of enrollment, even those in which the student did not receive financial assistance.

The Satisfactory 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 their 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

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

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

### **Qualitative Standard**

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

### **Quantitative Standard**

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

### **Maximum Time Frame**

Full-time matriculating students are eligible to receive financial aid for a maximum of 150 percent of the time required to complete a degree. In general, a baccalaureate degree program is 120 credits. The maximum number of credits for which a student may be eligible to receive federal financial aid is 180 (120 x 150%). All course work included in credits toward completion are considered in the calculation for time frame eligibility. Transfer credits accepted by Warner Pacific University toward the program are included in the calculation of attempted and completed credits in determining the total 150% time frame. Once it becomes apparent the student is unable to complete the program within the 150% credit limit, financial aid is suspended. Students with suspended financial aid may submit an appeal for reinstatement.

### **Unsatisfactory Academic Progress**

Satisfactory academic progress, as indicated by semester and cumulative GPA, and number of credits earned, is monitored each semester by the Office of Financial Aid. Students failing to meet satisfactory academic progress standards are placed on financial aid warning and issued a letter alerting the student of the need to correct the deficiency. The warning status allows the student to maintain financial aid for one additional semester. At the end of the additional semester, if the student achieves satisfactory academic progress standards, the status is lifted. If the student does not achieve satisfactory academic progress standards at the end of the warning period, the student is placed on financial aid suspension and is denied further financial aid from Warner Pacific University until the standard is met. Students whose financial aid has been suspended may appeal for reconsideration of financial aid eligibility (see appeals section).

### **Appeals**

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

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

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

A student with suspended aid may re-establish financial aid eligibility if an appeal is approved by the FAAC or by completing credits without the benefit of financial aid from Warner Pacific. For the latter, an undergraduate student must complete 12 credits in a term with a term and cumulative GPA of 2.0. Graduate students must complete six credits in a term with a term and cumulative GPA of 3.0. Following the completion of the credits, the student may submit a written appeal to the FAAC for reinstatement of financial aid.

## **RETURN OF FINANCIAL AID FUNDS**

Warner Pacific is mandated by the U.S. Department of Education per federal regulations to perform a Return to Title IV (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.

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.

There are situations when the school is required to perform an R2T4 calculation for students who receive 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 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:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Parent PLUS Loan
4. Federal Pell Grants
5. Iraq and Afghanistan Grants
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Federal TEACH 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.

# Community Life and PGS Community Agreement

## COMMUNICATION AND RESOURCES

### Advising

Each student is assigned an advisor, who has training in student development. The role of the 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 advisor will make every effort to pro-actively 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 advisor prior to the end of the second course in their program. All PGS undergraduate students have opportunities to meet with their advisors after they are admitted to the university and throughout their program. Graduate students may also meet with their advisor as needed.

Information about Financial Aid, Student Accounts, Records, Academic Support Center, Career Counseling, Counseling Center, Accessibility Resources, and Learning Communities can be accessed via the PGS Student Dashboard (<https://www.warnerpacific.edu/resources/for-students/>).

### MyWP

Student academic and financial information (financial aid and student account) may be accessed electronically through the student portal, MyWP ([mywp.warnerpacific.edu](http://mywp.warnerpacific.edu)). Students log in using their assigned Warner Pacific email account and password to access grades, course schedule, and other advising content, Warner Pacific email, blogs, other resources and frequently used websites.

### PGS Offices and Faculty Communication

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.

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](mailto: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](mailto:helpdesk@warnerpacific.edu).

### 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. For more information regarding the services available on the Mt Tabor campus, please see the section of this catalog entitled "Traditional Community Life".

### 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/>.

### Student Health Insurance and Immunizations

All students are encouraged to carry their own personal health insurance. Information on several good health insurance plans is available as needed from the Office of Financial Aid.

Oregon State Law requires that all full-time students show proof of receiving a second dose of measles-containing vaccine. Students are also asked to provide record of receiving all immunizations mandated by the Oregon Department of Health Services for all public and private schools. International students have additional requirements. For more information, see: <http://oregon.gov/DHS/ph/imm/school/index.shtml>.

### Weather Closures

In case of inclement weather and adverse road conditions, the Executive Vice President/Chief Financial Officer will make a decision about closure. School closure information is available on the WPU website as well as on various local radio and TV stations. 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 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.

### 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 and/or accessibility need that may require accommodation to fully participate in classes should contact the Academic Success and Accessibility Office at 503-517-1692 or [accessibility@warnerpacific.edu](mailto:accessibility@warnerpacific.edu).

### COMMUNITY AGREEMENT

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

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

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

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

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

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

### 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.

### Parking

All vehicles parked on campus must be registered with the Campus Safety department and display a valid permit. 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.

### 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 Office (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.

### 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.

### 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.

## PGS STUDENT JUDICIAL PROCESS

The Warner Pacific University student conduct 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. A full description of the student conduct process appears in *The Squire*, the student handbook. *The Squire* is accessible on the university's website at <https://www.warnerpacific.edu/resources/for-students/>.

## STATEMENT OF COMPLIANCE

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

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.

## 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, they may file a report with the Vice President (VPAA).

The VPAA or a designee will review the report and determine one of the following actions:

- 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.
- 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.
- 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 VPAA.

## 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)

PGS Students who have a grievance with another member of the community may file a report with the Vice President as described above.

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to [complaints@hecc.oregon.gov](mailto:complaints@hecc.oregon.gov). Students may also access our Complaints web page at <https://www.oregon.gov/highered/about/Pages/complaints.aspx> or visit the complaints page at NC-SARA’s website: <https://nc-sara.org/student-complaints>.

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>).

If you’re in a dispute about your federal student aid, contact the Federal Student Aid Ombudsman Group as a last resort: <https://studentaid.ed.gov/sa/repay-loans/disputes/prepare>. The Ombudsman Group is dedicated to helping resolve disputes related to the federal student aid programs, including Direct Loans, Federal Family Education Loan (FFEL) Program loans, Perkins Loans, and grant programs.

## TITLE IX COMPLIANCE

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. Sec. 1681, et seq., and the Violence Against Women Reauthorization Act of 2013 prohibits 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 individuals as Title IX compliance officers:

### **Title IX Coordinator**

Dr. Sabrina F. Edwards, Vice President of Student Success and Engagement/Title IX Coordinator

Office Location: Smith Hall 219      Office Phone: 503-517-1056

Email: [sedwards@warnerpacific.edu](mailto:sedwards@warnerpacific.edu), [titleix@warnerpacific.edu](mailto:titleix@warnerpacific.edu)

### **Title IX Deputy Coordinator**

Jennifer Larimore, [jlarimore@warnerpacific.edu](mailto:jlarimore@warnerpacific.edu), [titleix@warnerpacific.edu](mailto:titleix@warnerpacific.edu), 650-383-4753 ext. 157

### **Title IX Officers (Appellate Reviewers, Decision-Makers, Investigators)**

- Araceli Cruz, Assistant Vice President for Student Success and Engagement: [acruz9@warnerpacific.edu](mailto:acruz9@warnerpacific.edu), 503-517-1320
- Nancy Drummond, Associate Registrar and Director of Student Academic Planning, [ndrummond@warnerpacific.edu](mailto:ndrummond@warnerpacific.edu), 503-517-1339
- Ed Gall, Associate Professor for Physical Science and Mathematics, [egall@warnerpacific.edu](mailto:egall@warnerpacific.edu), 503-517-1315
- Dr. Darilis Garcia, Vice President for Enrollment Management, [dgarcia3@warnerpacific.edu](mailto:dgarcia3@warnerpacific.edu), 503-517-1137

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.

Named or confidential reports may also be filed via the campus’ online reporting form at <https://wpulife.com/report>

Full information regarding the Title IX policy at Warner Pacific University can be reviewed online at <https://www.warnerpacific.edu/title-ix/>

### **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.

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

## STUDENT RECORDS POLICIES

Warner Pacific University adheres to a policy of protecting students' rights to restrict release of personal information within their university records. All student academic files, supporting documents, and other records shall be maintained by Warner Pacific University staff employed for that purpose.

### FERPA Rights

A student's FERPA rights begin on the first day that they attend class at Warner Pacific University. These rights include:

1. The right to inspect and review education records. A student who wishes to review the education record should submit the request to the Registrar in writing. The Registrar will determine a reasonable timeline for access, make arrangements for access, and notify the student of the time and place where the records may be inspected.
2. The right to request an amendment of an education record that the student believes to be inaccurate, misleading, or otherwise in violation of privacy rights under FERPA. A student who wishes to request an amendment to the education record should submit a request to the Registrar in writing. If Warner Pacific University decides not to amend the record as requested, the student will be notified of the decision in writing. Please note: FERPA is concerned with accuracy. FERPA does not provide a process for questioning substantive decisions that are correctly recorded, such as a grade that is accurately entered on the student's transcript but with which the student disagrees.
3. The right to suppress the disclosure of directory information (see definition below), provided that the request is submitted while the student is enrolled. A student who wishes to exercise this right should submit to the Registrar a completed "Request to Withhold Directory Information" form, available at the Records Office.
4. The right to provide written consent before Warner Pacific University discloses confidential information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Please note that Warner Pacific University discloses confidential information from education records without prior written consent to school officials with legitimate educational interests (see definition below) and under additional FERPA provisions authorizing disclosure without consent. A full description of all authorized exceptions for disclosure may be obtained from the Registrar.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Warner Pacific University to comply with the requirements of FERPA. The Family Policy Compliance Office administers FERPA and any complaints may be filed at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

### Definition of Directory Information

The student's education record is divided into two parts: directory information and confidential information.

Directory information is considered to be publicly available and may be released without the student's consent. At Warner Pacific University, the directory information consists of the following: Name; Address (local and home); E-mail address (WPU and personal); Telephone number (local, home, and cellular); Date of birth; Photograph; Most recent educational institution attended; Participation in officially recognized activities and sports; Weight and height of members of athletic teams; Academic program of study; Dates of attendance; Enrollment status (full-time, part-time, etc); Class standing (freshman, sophomore, etc); Expected date of graduation; Degrees conferred and date of conferral; Academic honors and awards received (dean's list, cum laude, etc).

All other parts of the student's education record are considered confidential, including (but not limited to) ethnicity, gender, religion, WPU ID number, social security number, class schedule, grades, GPA, transcripts, advising records, financial records, and disciplinary records.

### Definition of School Officials with Legitimate Educational Interest

As noted above, Warner Pacific University releases confidential student information to school officials with legitimate educational interest. A school official at Warner Pacific University is:

- A person employed by the university as an administrator, faculty, or staff member;
- A student employed by the university to assist an administrator, faculty, or staff member in fulfillment of his/her professional duties;
- A person employed by, or under contract to, the university to perform a special task, such as an attorney or an auditor;
- A person or organization acting as an official agent of the university and performing a business function or service on behalf of the university;
- A member of an official university committee (may include student members); or
- A person serving on the university Board of Trustees.

A school official has a legitimate educational interest if the official needs to review the student's education record in order to:

- Perform appropriate tasks that are specified in his/her position description or by a contract agreement;
- Perform a task related to the student's education;
- Perform a task related to the student's discipline; or
- Provide a service or benefit relating to the student such as health care, counseling, job placement, or financial aid.

### Student Records Retention Policy

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

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

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

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

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

## STATUTE OF LIMITATIONS

Because of the changing nature of certain areas of study, most academic divisions at Warner Pacific University have established specific statute limitations on courses applied toward major and minor requirements. Those statutes are specified in the individual academic division sections. All statutes of limitations are specific to the student's catalog of entry, so long as continuous enrollment is maintained.

## CREDIT OPTIONS

The following will be reviewed for acceptability toward the 120 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.

### 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.

## TRANSFER CREDITS

### Accredited Colleges and Universities- Undergraduate

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

Lower division courses taken at four-year institutions and all courses taken at two-year colleges will be counted only as lower-division credit (i.e., 100 or 200 level). Upper division and graduate courses taken at four-year institutions may be used to satisfy upper division (i.e., 300 or 400 level) requirements. In all cases, courses must be transferred from an appropriately accredited institution. A grade of "D" cannot be transferred to satisfy any course in the major, minor or core. In the transcript evaluation process, quarter credits will be converted to semester credits. The formula used is: 1 quarter credit = .67 semester credit.

Credit for college-level work from accredited community, junior or vocational/technical colleges is allowed to a cumulative maximum of 82 semester credits. A maximum of 94 semester credits may accepted in total for transfer credit at Warner Pacific University.

### Accredited Colleges and Universities- Graduate

Warner Pacific evaluates credits from regionally accredited colleges and universities for applicability toward graduate degree and program requirements. Courses from regionally accredited institutions in which the student earned a grade of "B" or higher, may be evaluated by faculty for use in graduate degree requirements. Students must also meet residency requirements within their chosen graduate program. The formula used is: 1 quarter credit = .67 semester credit.

### Block Transfer

Warner Pacific accepts the completed Associate of Arts Transfer Degree from Oregon community colleges and the Associate of Arts D.T.A. degree from Washington community colleges as having fulfilled the General Education Core requirements except as described below. Other accredited college associate degrees are transferable and qualify a student for junior status; these will be evaluated for applicability toward General Education Core, major, or electives. The associate degree being transferred must be completed prior to entry at Warner Pacific. Students enter the university at junior status with a minimum of 60, but no more than 82 semester credits. If coursework in progress at another institution at the time of transfer would complete the associate degree and/or qualify for junior status at the end of that term, the student may request the Registrar in writing to postpone evaluation of the official transcript until the end of the current term, upon receipt of the official transcript. Student must present evidence

that coursework is in progress and that satisfactory completion of those courses will result in completion of the Transfer Degree. Any advisement provided by the university prior to official transcript evaluation is not official and may change based on the official evaluation.

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

- ILR 300A Advanced Information Literacy & Research (3)
- HUM 310A Exploring the Human Condition (3)
- REL 320A Spirituality, Character, and Service (3)

The Oregon Transfer Module is also accepted for block General Education Core credit; students with a completed Oregon Transfer Module must complete the 3 courses listed above as well as the Holistic Worldview requirement.

In addition, Warner Pacific University honors specific articulated agreements with Chemeketa Community College, Clackamas Community College, Clark College, Everest College, Mt. Hood Community College, Linfield College, Multnomah University, Pioneer Pacific College, Portland Bible College, Portland Community College, Portland State University, University of Portland and University of Western States. The university maintains a teacher education cooperative agreement with The University of Portland and cross-registration opportunities with members of the Oregon Alliance of Independent Colleges and Universities.

### Unaccredited Institutions

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

### Courses completed prior to High School Graduation

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

### Foreign Institutions

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

InCred International Credit Evaluations, Web: [www.incredevals.org](http://www.incredevals.org), Email: [InCred@naia.org](mailto:InCred@naia.org) (Required for varsity athletes)

World Education Service (WES), Web: [www.wes.org](http://www.wes.org), Email: [info@wes.org](mailto:info@wes.org)

## ALTERNATIVE CREDIT

Several alternative credit programs are available for undergraduate students. A maximum of 30 non-graded credits may be earned. A student wishing to take advantage of learning acquired through independent reading and study, job experience, or exams, should consult an 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.

### 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 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.

### 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

## 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:

The official Joint Services or CCAF transcript 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.

## CREDIT BY EXAMINATION

Students may earn undergraduate credit by examination through tests developed and sponsored by Warner Pacific University or through standardized tests sponsored both by CLEP and DSST as described below. Students are eligible to take exams throughout their program until one month prior to their intended commencement ceremony

### College Level Examination Program (CLEP)

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

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

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

### Proficiency Examination

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

## ENROLLMENT STATUS AND CLASS STANDING

### Enrollment Status and Course Load

The following statuses apply to students enrolled in the Professional and Graduate Studies program:

- 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.

### Double-Up Enrollment

Doubling-up on classes (i.e. participating in multiple classes concurrently) is generally discouraged for PGS students due to the extensive time commitment required for each course. The following guidelines apply for students who wish to double-up on classes.

- Students who choose to double-up should do so for a limited period of time to achieve a specific goal (e.g., external funding requirements, graduation deadlines, etc.).
- Students who double-up must not exceed 18 credits in any given semester. Exceptions to this limit must be requested via petition to the Academic Policies Committee.
- Students must be in good academic standing to double-up.
- Students must have financial clearance to double-up. Students should be aware that double-up classes result in additional tuition charges without additional financial aid in most cases.
- All double-ups must be reviewed and approved by an advisor before registration.

### Class Standing

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

- Freshman, students who have earned fewer than 24 semester credits
- Sophomore, students with 24 to 47.99 semester credits
- Junior, students with 48 to 85.99 semester credits
- Senior, those with 86 or more semester credits
- Post-Baccalaureate, those who have earned a baccalaureate degree, and are pursuing a second degree, advanced licensure or certification
- Graduate, those who have earned an accredited baccalaureate degree, and have been accepted into one of the graduate programs

## CHANGES IN REGISTRATION

All change requests to a student's schedule (adding or dropping courses) must be submitted in writing to the 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 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 advisor. Drop forms are available on the university website, on the Student Resources tab in MyWP, or from the 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 catalog 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 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

Immersion Format Courses: Immersion courses have multiple scheduled class sessions each week

Course Length	Drop Deadline – No "W" on Transcript	Withdrawal Deadline – "W" on Transcript
5 Sessions	Before Session 2 Begins	Before Session 4 Begins
10 Sessions	Before Session 3 Begins	Before Session 8 Begins
15 Sessions	Before Session 4 Begins	Before Session 12 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 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 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 to Title IV (financial aid funds) calculation must be performed. Students may begin the process to request a Leave of Absence by contacting an 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 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 to Title IV calculation.
- Students who are out of attendance for more than 28 days, based on the last attendance date, will have a Return to Title IV 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.

### 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 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 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 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 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 catalog at the time of re-entry. Any Core Studies requirements specific to class standing must be completed to 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 Accounts policies.

### Program Re-Entry after Service in the Armed Forces

A student at Warner Pacific University who is a member of the military may experience an interruption in their program attendance due to service obligations such as active duty, reservist training, or other service obligations. Short absences are accommodated, provided that the student works with their advisor and their course professor(s) to develop an acceptable plan for covering the course material that is missed during their absence. Longer absences necessitate a temporary suspension of enrollment. Such a student has a right to be readmitted and reenrolled at the university within one year after release from active duty or reservist training. The student should present a request for readmission along with verification of active duty/reservist training and official transcripts from any other institutions attended in the interim. Upon receipt of this request and documentation, the student will be promptly readmitted to the same academic status they had when last attending and no readmission fee will be required.

## ATTENDANCE POLICY AND PARTICIPATION GUIDELINES

### Weekly Schedule And Attendance Reporting Schedule

The following definitions are used in establishing course schedules and determining the "period of instruction" for attendance reporting:

*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 "period of instruction" is the scheduled course meeting, and attendance reporting is due the day after each scheduled course meeting. The course ends immediately following the final scheduled course meeting.

*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. The “period of instruction” is the full week of online instruction, and attendance reporting is due each Monday for the previous week of online instruction.

### 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).

*Attendance for Online Courses:* To be considered in attendance in an online course, a student must be actively engaged in academically-related activities during each week of the online course. Academically-related activities include participation in an online discussion about academic content, submission of an academic assignment, completion of online quizzes or activities, and participation in online activities via video conference or other forms of virtual interaction. If a student does not participate in any academically-related activities during an online week (Monday through Sunday), the student 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 advisor as soon as he or she becomes aware of a potential need for a leave of absence or request for exception.

### Participation Guidelines

Please note that students are expected both to attend and to participate in their courses regularly. Attendance is measured using the technical definitions provided above, which have been developed based on federal financial aid guidelines. **Participation is assessed by the instructor and can impact the student's grade; mere attendance does not ensure full credit for course participation.**

*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 during the class sessions, as well as participation in learning team activities and discussions.

*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 includes completion of all required discussion forum questions, and submission of all assignments.

### 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:

- Meeting before or after class or during breaks on class nights (for face-to-face classes)
- Meeting at a separate place and time during the week
- Communicating via telephone conference, email exchanges, or group forums on MyWP classes
- Meeting virtually using Zoom, Teams, or a similar technology platform

Learning teams may use facilities on campus, at remote campuses, in the library, or in the coffee shop.

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.

## COURSE INFORMATION

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 (undergraduate vs. graduate) from 6:00 to 10:00 pm, one night per week for the duration of the course. Schedules for weekend, online, and hybrid courses vary. Students are expected to come to class prepared; required preparation is outlined in the syllabus (available on the course site 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.

### Course Numbering System

Courses numbered 1-99 are preparatory courses. A maximum of six credits at the 90-level taken at Warner Pacific may be applied toward the graduation total of 120 credits. No 90-level credits may be used to satisfy requirements in the major or minor.

100A - 199A	Lower-division courses, primarily for freshmen	300A - 399A	Upper-division courses, primarily for juniors
200A - 299A	Lower-division courses, primarily for sophomores	400A - 499A	Upper-division courses, primarily for seniors
500A - 699A	Graduate-level courses		

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

## INTERNSHIPS, FIELD EXPERIENCES, AND STUDENT TEACHING

University sponsored on-site coursework is supervised by site personnel identified by the university supervisor, site supervisor and student prior to commencement of the experience. International students are required by law to notify the Designated School Official (DSO) and receive clearance for Curricular Practical Training (CPT) prior to beginning an internship, student teaching, or field experience.

**Internships** are courses having number, title, units and outcomes stated in filed syllabi. Credit is assigned prior to the internship with regard to the length and breadth of exposure necessary to successfully accomplish stated outcomes.

A **Field Experience** or **Practicum** is an introductory exposure to a professional environment for a few hours per week. Student involvement may range from observation to directed participation in assigned components of the working environment.

**Student Teaching** is the final stage of the Preliminary Teaching Licensure program, leading to entry level competencies as a classroom teacher. Consent of the Dean of Education is required. See the Teacher Education Handbook for further information.

## INDEPENDENT AND DIRECTED STUDIES

An **Independent Study** is a particular course that is designed specifically for an individual student to explore academic areas of special interest not ordinarily provided by the existing curriculum. It is carried out under the guidance of a qualified member of the faculty and must include regular contact with the faculty member. There is limited availability for Independent Study, and it must have prior approval of the Division Dean and the Vice President for Academic Affairs. A per credit fee will be assessed for Independent Studies. The fee is in addition to tuition and any applicable class fees.

A **Directed Study** is an existing course. Students may register for an approved Warner Pacific course either at a time other than normally scheduled or when fewer than the minimum number of required students have enrolled for a regularly scheduled course. Directed Study will be approved only in instances where the course is required for student's degree program, and circumstances prevent the student from enrolling in the course at the next regularly scheduled time. There is limited availability for Directed Study, and it must have prior approval of the Division Dean and the Vice President for Academic Affairs. A per credit fee will be assessed for Directed Studies. The fee is in addition to tuition and any applicable class fees.

## GRADING EXPECTATIONS AND RUBRICS

Letter grades are assigned in courses based on the student's percentage of points earned.

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

Letter grades are translated into numerical grade points according to the following chart.

Grade	Grade Point Value	Grade	Grade Point Value	Grade	Grade Point Value
A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

This grading scale was implemented on July 1, 2021. Prior to July 1, 2021, plus or minus grades were specified on the transcript but did not affect calculation of the grade point average.

### Grades with No Point Value

The following grades may appear on the transcript but do not impact the GPA as they carry no point value.

P	Pass	W	Withdraw	R	Registrar received no grade
NP	No Pass	AU	Audit	X	No Basis for Grade

### Criteria Considered in Final Grading

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.

- Extra credit and/or make-up work are not allowed.
- Acceptance of late work is governed by PGS policies. Instructors are not required to accept late work.
- Under special circumstances, an instructor may determine that 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
- 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 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. It is the student’s responsibility to bring to the attention of the instructor any error in grades received within one semester following the issued grade.

## Auditing a Course

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

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

## Repetition of Courses

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

## HONORS

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

Baccalaureate degree candidates with qualifying GPAs who have completed at least 43 semester credits at Warner Pacific receive confirmation of honors at graduation. The “career” (cumulative) GPA appears on the student’s transcript and is used to calculate the minimum GPA for graduation and qualification for honors at graduation. The career GPA is based on all courses attempted (both in residence and transfer) which are applicable toward graduation with the baccalaureate degree at Warner Pacific. Undergraduate honors at graduation 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 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 Vice President for Academic Affairs (VPAA). 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 VPAA must be present during any action taken beyond the oral reprimand/ counseling stage:

1. Oral reprimand (by faculty member)
2. Requirement to resubmit work or retake an examination/test (by faculty member)

3. Reduction of grade or failing grade on assignment/exam (by faculty member with Division Dean or VPAA)
4. Reduction of grade for the course (by faculty member with Division Dean or VPAA)
5. Failing grade for the course (by faculty member with Division Dean or VPAA)

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

At the discretion of the VPAA, 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

Failure to maintain satisfactory progress may affect a student's eligibility for financial aid and continuance in the program.

### Academic Standing- Undergraduate

An undergraduate student is expected to make satisfactory progress toward a degree by maintaining a minimum 2.0 GPA in WPU program coursework and by earning a C- or higher in all major and minor requirements leading toward an undergraduate degree.

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 advisor within one week of the warning to formulate a plan for improving academic performance.

Students on Academic Warning and Academic Probation are limited to taking only one 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 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. However, if the cumulative GPA remains below 2.0 or if the student has failed to earn at least a C- in the course, the student will be placed on Academic Probation.

At the end of the next WPU 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 Probation will be dropped. However, if the cumulative GPA remains below 2.0 or if the student has failed to earn at least a C- in the course, the student will be placed on Academic Dismissal.

### Admission on Probation- Undergraduate

An undergraduate student may be admitted to Warner Pacific University on Academic Probation and will be on this status for the first three WPU courses. The student must earn at least a C- for *each* of these first three courses and will be limited to taking only one course at a time while on Academic Probation.

At the end of *each* of the first three WPU courses, the Records Office will conduct a status review. If the course has been successfully completed with a C- or higher, the student may continue to the next course. However, if the student has failed to earn at least a C- in the course, the student will be placed on Academic Dismissal.

This status review process will be completed for each of the first three courses at WPU. Once the first three courses have been completed with at least a C- in *each* course, the student's Academic Probation will be dropped.

### Academic Standing- Graduate

An graduate student is expected to make satisfactory progress toward a degree by maintaining a minimum 3.0 GPA in WPU program coursework and by earning a B- or higher in all courses leading toward a graduate degree.

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. It is suggested that a student on Academic Warning meet with the advisor within one week of the warning to formulate a plan for improving academic performance.

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

At the end of the next WPU course, the Records Office will conduct a status review. If the student's cumulative GPA is above 3.0 and the course has been successfully completed with a B- or higher, the student's Academic Warning will be dropped. However, if the cumulative GPA remains below 3.0 or if the student has failed to earn at least a B- in the course, the student will be placed on Academic Probation.

At the end of the next WPU course, the Records Office will conduct a status review. If the student's cumulative GPA is above 3.0 and the course has been successfully completed with a B- or higher, the student's Academic Probation will be dropped. However, if the cumulative GPA remains below 3.0 or if the student has failed to earn at least a B- in the next course, the student will be placed on Academic Dismissal.

### Admission on Probation- Graduate

A graduate student may be admitted to Warner Pacific University on Academic Probation and will be on this status for the first three WPU courses. The student must earn at least a B- for *each* of these first three courses and will be limited to taking only one course at a time while on Academic Probation.

At the end of *each* of the first three WPU courses, the Records Office will conduct a status review. If the course has been successfully completed with a B- or higher, the student may continue to the next course. However, if the student has failed to earn at least a B- in the course, the student will be placed on Academic Dismissal.

This status review process will be completed for *each* of the first three courses at WPU. Once the first three courses have been completed with at least a B- in each course, the student's Academic Probation will be dropped.

### **Academic Dismissal**

As described in the preceding sections, Academic Dismissal at the undergraduate level occurs in the following circumstances:

- an undergraduate student on Academic Probation fails to earn at least a C- and a 2.0 minimum GPA in a third consecutive WPU course.
- an undergraduate student admitted on Academic Probation fails to earn at least a C- in any of the first three courses in the program.

As described in the preceding sections, Academic Dismissal at the graduate level occurs in the following circumstances:

- a graduate student on Academic Probation fails to earn at least a B- and a 3.0 minimum GPA in a third consecutive WPU course.
- a graduate student admitted on Academic Probation fails to earn at least a B- 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 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 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 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 academic probation status as described above.

## **ACADEMIC CLEMENCY POLICIES**

Warner Pacific University recognizes that a student's academic record may not be representative of their current academic ability and level of performance. The academic clemency policies offer options for students to renew their academic record, depending on their particular circumstances.

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

### **Academic Forgiveness**

Academic Forgiveness is a special admission option for PGS undergraduate applicants who have a cumulative GPA of 1.75-1.99 and who have not taken any college coursework for a period of at least three years. For these students, the Records Office may disregard up to 24 credits of D and F grades when calculating the admission GPA. The use of Academic Forgiveness is limited to the calculation of the admission GPA; the cumulative GPA on the student's academic record is not changed. Students admitted by use of Academic Forgiveness enter the university on Academic Probation.

### **Setting Aside Past Record**

Warner Pacific University transfer students may petition only one time to have their entire transfer academic record prior to a specified date, including earned credits and GPA, set aside and to start a new baseline. Petitions are submitted in writing to the Registrar and may be submitted either at the time of transfer or after the student has enrolled at Warner Pacific University. The set aside credits may not be applied toward graduation requirements nor will they be applied in calculating academic standing or honors. Thus, a student setting aside 12 credits of "C" and "D" grades, for example, needs to take 12 credits to replace those since the set aside credits may not be counted toward the required 120 credits. Qualification for federal financial aid may be affected.

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

### **Academic Renewal 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 their 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.

## ADDITIONAL ACADEMIC RESOURCES

### Academic Success Resources

Online resources can be found at <https://www.warnerpacific.edu/academics/support-services/academic-success-center/>

Academic Success provides academic support to students from diverse backgrounds who are majoring in a wide array of liberal arts disciplines by helping them engage in their studies through various tutoring and mentoring services, including the following:

- Academic Tutoring – Tutoring at the Academic Success Center provides assistance in the mastery of new material and study techniques for different courses. Tutors are recommended by professors based on their understanding of the subject and hired because they are eager to support the academic needs of their peers. All tutoring sessions are now booked through the Academic Success Center's new online platform, Picktime. Picktime can be easily located and accessed on the Academic Success page of the Warner Pacific University website.
- Writing Resources – Because good writing skills are a key component of success in almost every job, the Academic Success Center staff and tutors provide support in the areas of: paper organization, APA formatting, paper review, and grammar assistance. Please note that our staff will work alongside students with their writing, but students must make their own edits and corrections. Students should provide their work to tutors in order to maximize the time spent in the tutoring session.
- Academic Assistance – Individual meetings are available to help students strategize ways to achieve their academic goals (setting academic goals, establishing good study habits, developing time management strategies, and test taking, note taking, and other academic skills). Academic Success also provides resources to support classroom success in addition to tools for students to immediately use in their daily courses.

### Institutional Review Board (IRB)

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

### Otto F. Linn Library

The Otto F. Linn Library is the center of research for Warner Pacific University. The Library offers key learning and research resources, providing information literacy instructions and best practices for information harvesting, searching, sharing and copyright oversight.

The Library holds physical collections of over 60,000 items including periodicals, DVDs, and CDs. The Library has licensed many research and course-related databases including EBSCOhost and eBooks. A long index of free, Open Educational Resource (OER) textbooks and related digital materials are also available. As a member of the Orbis Cascade Alliance, a consortium of 39 libraries in Oregon, Washington and Idaho, the Library has access to over 30,000,000 additional items listed in the Alliance's Summit Catalog. Stakeholders can check out items from any participating libraries in person or order them online. Items requested online are delivered via courier to the home library of the requester within a couple of days.

## ONLINE CONSORTIUM COURSES

Warner Pacific University participates in Acadeum, a consortium of like-minded accredited colleges and universities that share online course offerings. A student must be admitted and enrolled in a PGS degree program in order to be eligible for Online Consortium course enrollment through PGS. Online Consortium courses are considered to be "in residence" at Warner Pacific University. The course is recorded on the student's Warner Pacific University transcript and the grade is factored into the institutional GPA.

Online Consortium course enrollment must be approved by the student's Advisor and the Records Office. A PGS student must be in good academic standing to enroll in an Online Consortium course and a maximum of one Online Consortium course may be taken while the student is enrolled in another PGS course. If a student has completed the cohort and needs additional coursework for other degree requirements, they may take more than one Online Consortium course during the term, in consultation with an advisor. Students will pay the standard per-credit tuition rate to enroll in an Online Consortium course.

Students are responsible for obtaining their own books and materials for Online Consortium courses. The Online Consortium will provide information directly to the student regarding the required books and materials. Many of the online consortium courses have the materials included in the online course. If a physical book is required, the Library is available to assist students in finding affordable book options.

## 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 Vice President for Academic Affairs. In all cases, the appeals process begins with the student contacting his or her 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 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 Dean 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 Dean, the written statement is addressed directly to the Vice President for Academic Affairs (VPAA), 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 Dean 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 Dean. If the dispute is not resolved to the mutual satisfaction of the student and the faculty member, the Division Dean 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 Dean's decision to the VPAA. A formal written appeal must be given to the VPAA within two weeks of the issuance of the Division Dean's decision. The VPAA will consult with the Division Dean, who will submit all information collected in the previous steps. The VPAA may make a judgment at that point or request additional consultations with the student, faculty member and the Division Dean in order to further clarify and seek a mutually agreeable solution. Within two weeks of receiving the formal appeal, the VPAA will communicate a decision to the student, the faculty member and the Division Dean.
4. Either the student or the faculty member may appeal the VPAA'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 Dean and the VPAA. 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 Dean, and the VPAA. 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.

## **GRADUATION PROCEDURES**

### **Application for Graduation**

When students are approximately one semester from graduation they begin the application for graduation process with the assistance of the faculty advisor. The student will receive an email from the Registrar with a link to complete the Application for Graduation. The Registrar will review the Application for Graduation to ensure that all requirements for graduation will be met and to notify students in writing of deficiencies. Students may track their progress toward degree completion through My Progress on MyWP, and should discuss any questions or discrepancies with the Advisor.

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

Students may elect to graduate under a more recent catalog than the one in effect at the time of their entry but they must declare the new catalog in writing to the advisor. The student is subject to all requirements of the catalog listed (major/minor as well as General Education Core).

Two commencement ceremonies are held each year: Spring (May) and Mid-Winter (December). 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. Any alternate credit options (credit by examination testing, certificates) must be completed at least 30 days prior to the intended commencement ceremony date.

Students wishing to participate in a ceremony prior to completing degree requirements may petition the Academic Policies Committee in writing at least one month prior to that ceremony. In the petition, the student must demonstrate the extenuating circumstances (upcoming military deployment, significant personal health event, etc) that necessitates the request. Additionally, the student must present a specific plan and timeline to complete all remaining degree requirements within three months of the ceremony. The committee will review the petition but approval is not guaranteed.

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.

### **Commencement Ceremonies**

Because graduation is the culmination of one's academic career and provides an opportunity for the recognition of academic achievement, all graduating students are encouraged to plan their schedules in order to participate in commencement ceremonies. Diplomas are not provided prior to the commencement ceremonies.

## **TRANSFERRING TO OTHER INSTITUTIONS**

Warner Pacific transcripts may be requested by supplying specific personally-identifying information and a signed release to the Records Office.

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. .

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

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

### 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 major/cohort course work must be completed in residence.

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

### CATALOG YEAR

Students will graduate under the requirements listed in the Catalog 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 Catalog in effect at the time the new program begins. Similarly, students who have an enrollment break of at least two consecutive terms but subsequently return to the program and complete study, will graduate under the Catalog in effect at the time of re-entry.

### POLICIES GOVERNING THE CERTIFICATE PROGRAM

In certain subjects, the Certificate of Mastery (COM) training opportunity is available to students who do not wish to pursue a full degree program. The following policies govern the COM programs.

- ☐ Students must apply for admission to the university according to published procedures and meet all course prerequisites within the program.
- ☐ Students will be expected to complete all course requirements (and meet course outcomes) as detailed in the course syllabus.
- ☐ Students will earn regular university credit for the courses completed.
- ☐ All course requirements for the COM must be completed in residence at WPU.
- ☐ Each course within the COM program must be completed with a minimum grade of "C-".
- ☐ Students must earn a COM program GPA of at least 2.75.
- ☐ Upon completion of the program requirements, students will receive a Certificate of Mastery, which will be posted to the official WPU transcript record.
- ☐ Completion of a COM does not result in a degree or diploma, and does not qualify the student to participate in the university commencement ceremonies.
- ☐ For students who choose to pursue a degree program after completing a COM, the credits earned may be counted as electives toward WPU degree requirements. Students who wish to pursue a major or minor in the area of an already-completed COM program will agree that the certificate will be revoked when the completed courses are applied toward the major or minor requirements.
- ☐ Tuition in the COM program will be the same as that charged of students in the degree-seeking program.
- ☐ Requirements for the COM must be completed within five years of beginning the program.

### REQUIREMENTS FOR THE ASSOCIATE DEGREE

A student seeking to earn an associate 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.

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

- ☐ Minimum of 60 semester credits; 30 credits must be completed in residence, including REL/PHIL 291A.
- ☐ Completion of core requirements and major requirement as listed in this catalog..
- ☐ Cumulative grade point average (GPA) at graduation of at least 2.0.
- ☐ A grade of "C-" is required for all courses counting towards the general education core

## REQUIREMENTS FOR THE BACCALAUREATE DEGREE

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 completing the baccalaureate degree must have met the following requirements.

- ☐ Minimum of 120 semester credits
- ☐ Minimum of 40 semester credits of upper division (300-400) level study (satisfied through PGS cohort coursework)
- ☐ Completion of core requirements, major requirements, and residency requirements as listed in this catalog.
- ☐ Cumulative grade point average (GPA) of at least 2.0
- ☐ A grade of "C-" or higher in all required courses in the major and general education core
- ☐ If a minor is declared, a grade of "C-" or higher in all courses required for the declared minor.

### Minors

Minors offer students an opportunity to focus their electives on an academic area of study, but without the depth and breadth of a major. Current Warner Pacific students may choose to declare a minor as part of their baccalaureate degree programs, although it is not required for graduation. All requirements for the minor must be completed in residence and a grade of "C-" or higher must be achieved in all courses required for the minor.

### Requirements for the Second Baccalaureate 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 Pacific University student who has completed at least 30 semester credits in residence, at least 20 of the 30 credits must be earned at Warner Pacific University. 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 DEGREE

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.

### 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:

- ☐ 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
- ☐ Complete the approved Master of Arts in Human Services program coursework
- ☐ Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than "C-"
- ☐ Successfully complete the field practicum or master thesis

### 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:

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

### 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:

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

### Master of Business Administration

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

- ☐ 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
- ☐ 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:

- ☐ Complete a minimum of 31 credits, 24 credits in residence
- ☐ Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than "C-"
- ☐ Successful presentation of Capstone project
- ☐ Submit a copy of the Capstone Presentation to the Director of the M.Ed. Program

## GENERAL EDUCATION CORE

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

## CORE THEMES

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

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

**Diverse:** Rather than focusing on just one marker, diversity at Warner Pacific is 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.

## STUDENT OUTCOMES

### Cultivating a Christ-Centered Learning Community

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

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

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

### Collaborating With and For Our Urban Environment

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

### Fostering a Liberal Arts Education

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

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

## GENERAL EDUCATION CORE REQUIREMENTS FOR BACCALAUREATE DEGREE

The General Education Core consists of four themes and 14 specific course requirements as outlined below. Transfer courses that are determined to be comparable and parallel to Warner Pacific courses will be applied toward General Education Core requirements. To meet a core requirement, a transfer must be at least 2 semester credits.

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

### Total Credits for Core

Courses in the major or minor may be used to meet core requirements. However, each student must complete a total of 30 credits of General Education Core applicable coursework that is separate from coursework for the major or minor. Students who have completed all specific course requirements but lack the 30 overall credits of non-duplicated General Education Core coursework may select additional Core course options from any of the core areas. To encourage students to experience a range of courses, there is a maximum number of participatory classes that will count for Core Credits (Physical Education: 2 credits; Participatory Art and Music: 3 credits).

### Cultivating a Christ-Centered Learning Community

Exploration of Spiritual Journey (C1)

- ☐ Take REL 320A Spirituality, Character, and Service *Note: Transfer coursework is not accepted to meet this requirement*

Holistic World View (C2, C3)

- ☐ Take one approved Bible-based Christian faith course or an approved personal health/nutrition course (or set of courses) with a theory component and an activity component. Options at WPU include the following:  
BI 151A The Bible as Sacred Story  
HE 151A Health and Fitness for Adults  
PSY 441A Stress, Crisis, Trauma & Self-Care, PLUS a transfer PE course

Ethics (C4)

- ☐ Take one approved Ethics course. Options at WPU include the following:  
HCA 412A Health Care and Ethics  
HUM 200A Ethics in Practice  
REL 291A Religious and Philosophical Foundations of Ethical Practice

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

Appreciation of Diversity (D1, D2)

- ☐ Take an approved course in the humanities or social sciences that focuses on diverse voices and perspectives or global issues. Options at WPU include the following:  
ED/SS 353A Cultural Diversity  
REL 310A Religions of the World  
SOC 340A Race and Ethnic Relations  
SS 252A Cultural Studies

### Collaborating With and For Our Urban Environment

Urban Life (U1, U2)

- ☐ Take one approved social science course with a focus on human behavior and social/cultural interactions or urban issues. Options at WPU include the following:  
PS 140A American Government  
PS 300A The American Legal System  
PSY 100A Foundational Elements of Psychology  
SOC 140A Principles of Sociology  
SOC 345A Social Problems & Public Policy  
SOC 350A Social Psychology

### Fostering a Liberal Arts Education

Written Communication (L1)

- ☐ Take EN 111A English Composition I or an approved equivalent transfer course
- ☐ Take EN 112A English Composition II or an approved equivalent transfer course

Information Literacy & Research (L2)

- ☐ Take one approved upper-division information literacy and research writing course. The option at WPU is the following:  
ILR 300A Advanced Information Literacy and Research

Interdisciplinary Thinking (L3)

- ☐ Take HUM 310A Exploring the Human Condition *Note: Transfer coursework is not accepted to meet this requirement.*

Information Technology (L4)

- ☐ Take one approved course that focuses on the use of information technology. Options offered at WPU include the following:  
BUS 223A Introduction to Microsoft Office  
CMPT 100A Computer Information/Literacy  
ED 240A Integrating Educational Technology in the Classroom

### Scientific Reasoning (L5)

- ❑ Take one approved biological or physical science course. Options at WPU include the following:  
ENV 100A Environmental Studies

### Quantitative Reasoning (L6)

- ❑ Take one approved college-level math course. Options offered at WPU include the following:  
BUS 107A Business Math  
MA 104A Math for Liberal Arts  
MA 211A Fundamentals of Elementary Mathematics I  
MA 212A Fundamentals of Elementary Mathematics II

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

- ❑ Take one approved literature, fine arts, or history course. Options offered at WPU include the following:  
EN 120A Introduction to Literature  
FA 200A Introduction to the Arts  
HIS 200A Introduction to History

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

- ❑ Take an approved course that focuses on critical thinking, strategic planning, or interpersonal discourse. Options offered at WPU include the following:  
BUS 261A Org Writing & Presentations  
BUS 321A Organizational Behavior & Design  
COMM 200A Interpersonal Communication\  
ED 281 Curriculum Planning and the Role of the Teacher  
SS 380A Conflict Resolution

## GENERAL EDUCATION CORE REQUIREMENTS FOR THE ASSOCIATE DEGREE

The Associate General Education Core consists of four themes and 11 course requirements. Transfer courses that are determined to be comparable and parallel to Warner Pacific courses will be applied toward General Education Core requirements. To meet a core requirement, a transfer course must be at least 2 semester credits.

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

### Total Credits for Core

Courses in the major may be used to meet core requirements. However, each student must complete a total of 21 credits of General Education Core applicable coursework that is separate from coursework for the associate degree major. Students who have completed all specific course requirements but lack the 21 overall credits of non-duplicated General Education Core coursework may select additional Core course options from any of the core areas. To encourage students to experience a range of courses, there is a maximum number of participatory classes that will count for Core Credits (Physical Education: 2 credits; Participatory Art and Music: 3 credits).

### Required Areas

Holistic World View (C2, C3)	❑	Take one course from the list of options for the Baccalaureate core.
Ethics (C4)	❑	Take REL 291A (must be taken at WPU)
Appreciation of Diversity (D1, D2)	❑	Take one course from the list of options for the Baccalaureate core.
Urban Life (U1, U2)	❑	Take one course from the list of options for the Baccalaureate core.
Written Communication (L1)	❑	Take EN 111A English Composition I
Written Communication (L1)	❑	Take EN 112 A English Composition II
Information Technology (L4)	❑	Take one course from the list of options for the Baccalaureate core.
Scientific Reasoning (L5)	❑	Take one course from the list of options for the Baccalaureate core.
Quantitative Reasoning (L6)	❑	Take one course from the list of options for the Baccalaureate core.
Historical and Cultural Knowledge and Practice (L7, L8, L9)	❑	Take one course from the list of options for the Baccalaureate core.
Critical Thinking and Strategic Action (L10, L11, L12, L13)	❑	Take one course from the list of options for the Baccalaureate core.

## DIVISION OF ARTS AND SOCIAL AND BEHAVIORAL SCIENCES

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

**Division Dean:** Dr. James Frost

**Associate Degree Majors:** General Studies

**Baccalaureate Degree Majors:** Criminal Justice and Criminology, Psychology and Human Development

**Minors:** Criminal Justice and Criminology, Psychology

**Masters Degree:** Master of Arts in Human Services

### 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

Requirements for the degree: 60 semester credits; 30 credits in residence

Requirements for the major: 27 semester credits; 18 credits in residence

#### Major Requirements

##### Arts and Humanities

<input type="checkbox"/> EN 120A	Introduction to Literature	<i>Or approved literature transfer course</i>	3
<input type="checkbox"/> FA 200A	Introduction to the Arts	<i>Or approved fine arts transfer course</i>	3
<input type="checkbox"/> HIS 200A	Introduction to History	<i>Or approved history transfer course</i>	3

##### Natural Sciences, Health, and Mathematics

<input type="checkbox"/> ENV 100A	Environmental Studies	<i>Or approved science transfer course</i>	3
<input type="checkbox"/> HE 151A	Health and Fitness for Adults	<i>Or approved health transfer course</i>	3
<input type="checkbox"/> MA 104A	Math for Liberal Arts	<i>Or approved math transfer course</i>	3

##### Social Sciences

<input type="checkbox"/> PS 140A	American Government	<i>Or approved political studies transfer course</i>	3
<input type="checkbox"/> PSY 100A	Foundational Elements of Psychology	<i>Or approved psychology transfer course</i>	3
<input type="checkbox"/> PSY 110A	Principles of Adult Learning	<i>Must be taken at WPU</i>	3

#### Core Requirements

<input type="checkbox"/> BI 151A	The Bible as Sacred Story	<i>Or approved Bible transfer course</i>	3
<input type="checkbox"/> BUS 223A or CMPT 100A	Information Technology Course	<i>Or approved IT transfer course</i>	3
<input type="checkbox"/> COMM 200A	Interpersonal Communications	<i>Or approved comm transfer course</i>	3
<input type="checkbox"/> EN 111A	English Composition I	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> EN 112A	English Composition II	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> REL 291A	Rel & Phil Foundations of Ethical Practice	<i>Must be taken at WPU</i>	3
<input type="checkbox"/> SS 252A	Cultural Studies	<i>Or approved diversity transfer course</i>	3

Note: Students will meet the four remaining A.A. core requirements through coursework that they take for the major: PS 140A (Urban Life), MA 104A (Quantitative Reasoning), ENV 100A (Scientific Reasoning), and HIS 200A (Historical/Cultural Knowledge).

#### Elective Credits

Complete enough elective credits to obtain 60 credits total.

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

1. Explain the value of historical context.
2. Articulate the historical and/or cultural context of a particular art form.
3. Utilize scientific knowledge to understand and explain the natural world.
4. Articulate and apply the holistic benefits of a healthy lifestyle.
5. Demonstrate quantitative and analytic reasoning.
6. Articulate how human behavior interacts with social organizations and cultural patterns.
7. Explain foundational beliefs and practices of Christian faith.
8. Locate, analyze and synthesize information using current technology.
9. Model civic discourse through purposeful dialogue and/or presentations.
10. Produce written communication relevant to specific audiences.
11. Demonstrate an ethical and respectful worldview that promotes stewardship and care for others.
12. Articulate the value of diverse voices and perspectives.

## ASSOCIATE OF SCIENCE in SOCIAL SCIENCE

The Associate of Arts in Social Science is a degree concentrating on exposure to the social sciences. The degree is suitable for transfer into a bachelor degree and meets the needs of students who desire a well-rounded two-year degree in the social sciences.

30 credits; 18 credits in residence

<input type="checkbox"/> BUS 120A	Intro to Business & Personal Finance	<i>Or approved business transfer course</i>	3
<input type="checkbox"/> COMM 200A	Interpersonal Communications	<i>Or approved comm transfer course</i>	3
<input type="checkbox"/> HIS 200A	Introduction to History	<i>Or approved history transfer course</i>	3
<input type="checkbox"/> PS 140A	American Government	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> PSY 100A	Foundational Elements of Psychology	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> SOC 140A	Principles of Sociology	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> SS 252A	Cultural Studies	<i>Or approved diversity transfer course</i>	3
<input type="checkbox"/> Major Electives	Take 9 credits of Social Science Electives, chosen in consultation with the Advisor		9
The following courses are recommended:			
PSY 110A	Principles of Adult Learning (3)		
SOC/BUS 100A	Team Dynamics (3)		
SOC 250A	Criminology (3)		

### Core Requirements

<input type="checkbox"/> BI 151A or HE 151A	Holistic Living Course	<i>Or approved Bible transfer course</i>	3
<input type="checkbox"/> BUS 223A or CMPT 100A	Information Technology Course	<i>Or approved IT transfer course</i>	3
<input type="checkbox"/> EN 111A	English Composition I	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> EN 112A	English Composition II	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> ENV 100A	Environmental Studies	<i>Or approved science transfer course</i>	3
<input type="checkbox"/> MA 104A or BUS 107A	Math Course	<i>Or approved math transfer course</i>	3
<input type="checkbox"/> REL 291A	Rel & Phil Foundations of Ethical Practice	<i>Must be taken at WPU</i>	3

To complete the A.S. Degree, students must also complete a total of 60 credits and all A.S. core requirements. This major includes 4 courses that will also apply to the A.S. core requirements: SS 252A (Diversity), PS 140 or SOC 140 (Urban Life), COMM 200A (Critical Thinking) and HIS 200A (Historical Knowledge).

## 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

Requirements for the cohort: 46 semester credits; 35 credits in residence, 40 credits upper division

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

All courses are three credits and five weeks unless otherwise noted

### Major Requirements

<input type="checkbox"/> PS 300A	The American Legal System	3
<input type="checkbox"/> PSY 441A	Stress, Crisis, Trauma and Self-Care	3
<input type="checkbox"/> SOC 250A	Criminology	3
<input type="checkbox"/> SOC 340A	Race and Ethnic Relations	3
<input type="checkbox"/> SOC 345A	Social Problems and Public Policy	3
<input type="checkbox"/> SOC 350A	Social Psychology	3
<input type="checkbox"/> SS 380A	Conflict Resolution	3
<input type="checkbox"/> SS 395A	Data Analysis for Criminal Justice and Criminology	3
<input type="checkbox"/> SS 390A	Practicum: Exploring aspects of Criminal Justice and Legal Professions	3
<input type="checkbox"/> SS 402A	Criminal Justice Administration	3
<input type="checkbox"/> SS 420A	Addictions, Mental Health, and Trauma	3
<input type="checkbox"/> SS 455A	Restorative Justice	4

### Core Requirements

<input type="checkbox"/> HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
<input type="checkbox"/> ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
<input type="checkbox"/> REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

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.

## MINOR in CRIMINAL JUSTICE AND CRIMINOLOGY

18 credits

Courses are three credits and five weeks in length.

PS 300A	The American Legal System	3
SOC 250A	Criminology	3
SOC 340A	Race and Ethnic Relations	3
SOC 345A	Social Problems and Public Policy	3
SOC 350A	Social Psychology	3
SS 420A	Addictions, Mental Health, and Trauma	3

## 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

Requirements for the cohort: 43 semester credits; 33 credits in residence; 40 credits upper-division

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

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

### Major Requirements

<input type="checkbox"/> HD 330A	Lifespan Human Development	3
<input type="checkbox"/> HD 320A	Human Sexualities	3
<input type="checkbox"/> PSY 300A	Foundations of Psychology & Human Development	3
<input type="checkbox"/> PSY 314A	Abnormal Psychology	3
<input type="checkbox"/> PSY 420A	Learning Theory	3
<input type="checkbox"/> PSY 430A	Counseling Theory	4
<input type="checkbox"/> PSY 441A	Stress, Crisis, Trauma and Self-Care	3
<input type="checkbox"/> SOC 340A	Race and Ethnic Relations	3
<input type="checkbox"/> SS 300A	Leadership & Diversity	3
<input type="checkbox"/> SS 380A	Conflict Resolution	3
<input type="checkbox"/> SS 391A	Research Design and Applied Statistics	3

### Core Requirements

<input type="checkbox"/> HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
<input type="checkbox"/> ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
<input type="checkbox"/> REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

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.

## MINOR in PSYCHOLOGY

16 credits

Courses are five weeks in length.

<input type="checkbox"/> PSY 300A	Foundations of Psychology & Human Development	3
<input type="checkbox"/> PSY 314A	Abnormal Psychology	3
<input type="checkbox"/> PSY 420A	Learning Theory	3
<input type="checkbox"/> PSY 430A	Counseling Theory	4
<input type="checkbox"/> PSY 441A	Stress, Crisis, Trauma and Self-Care	3

## 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.

The Masters of Arts in Human Services is accredited by the National Council on Family Relations. Students who earn their degree can qualify to be provisionally recognized as a Certified Family Life Educator, and fully certified after completing the required work experience hours. Students who are interested in pursuing the CFLE should plan to select HS 605A: Field Practicum as part of their coursework.

### Cohort Study Curriculum

Requirements for the cohort: 39 semester credits; 33 credits in residence

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

#### Human Services Core Courses:

<input type="checkbox"/> HS 501A	Persons in Context: Systems Thinking Across Society	3
<input type="checkbox"/> HS 502A	Spirituality and the Practice of Human Services: An Integrative View	3
<input type="checkbox"/> HS 503A	Human Services: Research and Practice	3
<input type="checkbox"/> HS 504A	Case Management: Knowledge & Skills for Human Service Professionals	3
<input type="checkbox"/> HS 505A	Stewardship and Resource Management for Families & Organizations	3
<input type="checkbox"/> HS 506A	Professional Ethics: Character, Quality & Social Justice	3
<input type="checkbox"/> HS 507A	Education and Prevention Strategies: Planning, Creating & Implementing	3
<input type="checkbox"/> HS 508A	Public Policy & Advocacy: Legal Issues, Policies, Laws & Well-Being	3
<input type="checkbox"/> HS 509A	Lifespan Human Development: All Persons, incl Vulnerable & At Risk	3
<input type="checkbox"/> HS 601A	Human Services Administration: Fiscal Mgmt, Fundraising & Grant Seeking	3
<input type="checkbox"/> HS 603A	Sexuality for Human Services Professionals	3
<input type="checkbox"/> HS 604A	Parent Education & Guidance: Models, Principles, Strategies	3

Choose one of the following courses:

<input type="checkbox"/> HS 605A	Field Practicum (18 weeks)	3
<input type="checkbox"/> HS 606A	Thesis (18 weeks)	3

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 ex-tension 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 catalog 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.

The mission of the Business Program is rooted within the mission of the university. The purpose is to educate and prepare students to be transformative leaders in the community, city, nation, and world. Learning occurs within the context of academic excellence and community engagement. Each student has the opportunity for:

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

**Dean of Business:** Dr. Ulf Spears

**Associate Degree Majors:** Accounting, Organizational Dynamics, Organizational Dynamics with Christian Entrepreneurship Emphasis

**Baccalaureate Degree Majors:** Accounting; Accounting and Finance; Business Administration; Finance, Health Care Administration; Human Resource Management

**Minors:** Accounting, Business Administration, Health Care Administration, Human Resource Management

**Masters Degrees:** Master of Business Administration, Master of Arts in Organizational Leadership

**Certificate Program:** Christian Entrepreneurship Training

## 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

Requirements for the degree: 60 semester credits; 30 credits in residence

Requirements for the major: 30 semester credits; 18 credits in residence

All courses are 3 credits and 5 weeks in length

### Major Requirements

<input type="checkbox"/> BUS/SOC 100A	Team Dynamics	3
<input type="checkbox"/> BUS 112A	Principles of Budgeting and Accounting	3
<input type="checkbox"/> BUS 120A	Introduction to Business & Personal Finance	3
<input type="checkbox"/> BUS/SS 220A	Human Resource Development	3
<input type="checkbox"/> BUS 223A	Introduction to Microsoft Office	3
<input type="checkbox"/> BUS 261A	Organizational Writing & Presentations	3
<input type="checkbox"/> COMM 200A	Interpersonal Communications	3
<input type="checkbox"/> PS 140A	American Government	3
<input type="checkbox"/> PSY 100A	Foundational Elements of Psychology	3
<input type="checkbox"/> PSY 110A	Principles of Adult Learning	3

### Core Requirements

<input type="checkbox"/> REL 291A	Religious and Phil Foundations of Ethical Practice	<i>Must be taken at WPU</i>	3
<input type="checkbox"/> BI 151A	The Bible as Sacred Story		
<input type="checkbox"/> <i>OR</i> HE 151A	Health & Fitness for Adults	<i>Or approved Bible or health transfer course</i>	3
<input type="checkbox"/> SS 252A	Cultural Studies	<i>Or approved diversity transfer course</i>	3
<input type="checkbox"/> EN 111A	English Composition I	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> EN 112A	English Composition II	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> ENV 100A	Environmental Studies	<i>Or approved science transfer course</i>	3
<input type="checkbox"/> BUS 107A or MA 104A	Math Course	<i>Or approved college math transfer course</i>	3
	<i>Note: BUS 107A is required for all BA Degrees in the Business Division</i>		
<input type="checkbox"/> EN 120A	Introduction to Literature		
<input type="checkbox"/> <i>OR</i> HIS 200A	Introduction to History		
<input type="checkbox"/> <i>OR</i> FA 200A	Introduction to the Arts	<i>Or approved history or arts transfer course</i>	3

Note: Students will meet the three remaining A.A. core requirements through coursework that they take for the major: PSY 100A (Urban Life), BUS 223A (Information Technology), and BUS 261A (Critical Thinking).

### Elective Credits

Complete enough elective credits to obtain 60 credits total.

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 ARTS IN ORGANIZATIONAL DYNAMICS with EMPHASIS in CHRISTIAN ENTREPRENEURSHIP

The Associate of Arts in Organizational Dynamics with an Emphasis in Christian Entrepreneurship 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.

Offered in collaboration with Joseph Business School (JBS), a world-class institution that equips entrepreneurs and individuals using practical and biblical principles to raise up companies and create wealth to transform desolate places into flourishing communities for the glory of God.

### Cohort Study Curriculum

Requirements for the degree: 60 semester credits; 30 credits in residence

Requirements for the major: 30 semester credits: 18 credits in residence

All courses are 3 credits and 5 weeks in length unless otherwise noted

### Major Requirements

<input type="checkbox"/> BUS/SOC 100A	Team Dynamics	3
<input type="checkbox"/> BUS 112A	Principles of Budgeting and Accounting	3
<input type="checkbox"/> BUS 120A	Introduction to Business & Personal Finance	3
<input type="checkbox"/> BUS 223A	Introduction to Microsoft Office	3
<input type="checkbox"/> COMM 200A	Interpersonal Communications	3
<input type="checkbox"/> PS 140A	American Government	3
<input type="checkbox"/> PSY 100A	Foundational Elements of Psychology	3
<input type="checkbox"/> PSY 110A	Principles of Adult Learning	3

### Emphasis Requirements

<input type="checkbox"/> CET 199A	Christian Entrepreneurship Training I	10 weeks	3
<input type="checkbox"/> CET 299A	Christian Entrepreneurship Training II	10 weeks	3

*CET 199A and 299A are taught in collaboration with Joseph Business School.*

*CET 199A and 299A have the following prerequisite: At least 18 credits of AAOD major and/or core coursework completed in residence at WPU.*

### Core Requirements

<input type="checkbox"/> REL 291A	Religious and Phil Foundations of Ethical Practice	<i>Must be taken at WPU</i>	3
<input type="checkbox"/> BI 151A	The Bible as Sacred Story	<i>Or approved Bible transfer course</i>	3
<input type="checkbox"/> SS 252A	Cultural Studies	<i>Or approved diversity transfer course</i>	3
<input type="checkbox"/> EN 111A	English Composition I	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> EN 112A	English Composition II	<i>Or equivalent transfer course</i>	3
<input type="checkbox"/> ENV 100A	Environmental Studies	<i>Or approved science transfer course</i>	3
<input type="checkbox"/> BUS 107A or MA 104A	Math Course	<i>Or approved college math transfer course</i>	3
<i>Note: BUS 107A is required for all BA Degrees in the Business Division</i>			
<input type="checkbox"/> EN 120A	Introduction to Literature		
<b>OR</b> HIS 200A	Introduction to History		
<b>OR</b> FA 200A	Introduction to the Arts	<i>Or approved history or arts transfer course</i>	3

Note: Students will meet the three remaining A.A. core requirements through coursework that they take for the major: PSY 100A (Urban Life), BUS 223A (Information Technology), and COMM 200A (Critical Thinking).

### Elective Credits

Complete enough elective credits to obtain 60 credits total.

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.
8. Skill development in what it takes to become an entrepreneur.
9. Practical application of what is needed to establish a business.
10. Practice in how to complete a comprehensive business plan.
11. Development of how to apply key biblical principles for successful business ventures.

## CERTIFICATE OF MASTERY in CHRISTIAN ENTREPRENEURSHIP TRAINING

Offered in collaboration with Joseph Business School (JBS), a world-class institution that equips entrepreneurs and individuals using practical and biblical principles to raise up companies and create wealth to transform desolate places into flourishing communities for the glory of God.

### Certificate of Mastery Requirements (2 courses, 6 credits)

<input type="checkbox"/> CET 199A	Christian Entrepreneurship Training I	10 weeks	3
<input type="checkbox"/> CET 299A	Christian Entrepreneurship Training II	10 weeks	3

*For additional information, please refer to the Certificate of Mastery policies described in the PGS Degree Requirements section of this catalog.*

## 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 prerequisites for the Bachelor of Arts in Accounting program.

### Cohort Study Curriculum

Requirements for the degree: 60 semester credits; 30 credits in residence

Requirements for the major: 33 semester credits: 18 credits in residence

All courses are 3 credits and 5 weeks in length

### Major Requirements

<input type="checkbox"/> PSY 110A	Principles of Adult Learning	3
<input type="checkbox"/> BUS/SOC 100A	Team Dynamics	3
<input type="checkbox"/> BUS 120A	Introduction to Business & Personal Finance	3
<input type="checkbox"/> BUS 210A	Accounting Fundamentals	3
<input type="checkbox"/> BUS 211A	Financial Accounting <i>Prerequisite: BUS 210A</i>	3
<input type="checkbox"/> BUS 212A	Managerial Accounting <i>Prerequisite: BUS 211A</i>	3
<input type="checkbox"/> BUS 223A	Microsoft Office	3
<input type="checkbox"/> BUS 224A	Computer Accounting Applications <i>Prerequisite: BUS 212A</i>	3
<input type="checkbox"/> BUS 225A	Payroll Accounting <i>Prerequisite: BUS 212A</i>	3
<input type="checkbox"/> BUS 226A	Federal Taxation <i>Prerequisite: BUS 225A</i>	3
<input type="checkbox"/> BUS 261A	Organizational Writing and Presentations	3

### Core Requirements

<input type="checkbox"/> REL 291A	Religious and Phil Foundations of Ethical Practice <i>Must be taken at WPU</i>	3
<input type="checkbox"/> BI 151A	The Bible as Sacred Story	3
<i>OR</i> HE 151A	Health & Fitness for Adults <i>Or approved Bible or health transfer course</i>	
<input type="checkbox"/> SS 252A	Cultural Studies <i>Or approved diversity transfer course</i>	3
<input type="checkbox"/> PS 140A	American Government	3
<i>OR</i> PSY 100A	Found Elements of Psychology <i>Or approved urban life transfer course</i>	
<input type="checkbox"/> EN 111A	English Composition I <i>Or equivalent transfer course</i>	3
<input type="checkbox"/> EN 112A	English Composition II <i>Or equivalent transfer course</i>	3
<input type="checkbox"/> ENV 100A	Environmental Studies <i>Or approved college-level science transfer course</i>	3
<input type="checkbox"/> BUS 107A	Business Math <i>Or approved college algebra math transfer course</i>	3
<input type="checkbox"/> EN 120A	Introduction to Literature	3
<i>OR</i> HIS 200A	Introduction to History	
<i>OR</i> FA 200A	Introduction to the Arts <i>Or approved history or fine arts transfer course</i>	

Note: Students will meet the two remaining A.S. core requirements through coursework that they take for the major: BUS 223A (Information Technology) and BUS 261A (Critical Thinking).

### Elective Credits

Complete enough elective credits to obtain 60 credits total.

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

Requirements for the cohort: 48 semester credits; 40 credits in residence, 40 credits upper division

Requirements for the major: 39 semester credits: 33 credits in residence, 40 credits upper division

All courses are three credits and five weeks unless otherwise noted

### Cohort Prerequisites

- ☐ Accounting Course Series (BUS 211A & BUS 212A or equivalent), completed within the five-year period prior to beginning the cohort.
- ☐ Business Mathematics Proficiency (BUS 107A or equivalent)
- ☐ Microsoft Office Proficiency (BUS 223A or equivalent)

All prerequisites must be completed with grades of C- or higher.

### Major Requirements

<input type="checkbox"/> BUS 301A	Management and Leadership, from Theory to Practice			3
<input type="checkbox"/> BUS 303A	Business and Employment Law			3
<input type="checkbox"/> BUS 306A	Economics for Managers			3
<input type="checkbox"/> BUS 311A	Intermediate Accounting I	<i>Prerequisite: BUS 212A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 312A	Intermediate Accounting II	<i>Prerequisite: BUS 311A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 314A	Cost Accounting	<i>Prerequisite: BUS 312A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 332A	Auditing	<i>Prerequisite: BUS 312A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 336A	Accounting Information Systems			3
<input type="checkbox"/> BUS 401A	Quantitative Analysis for Business			3
<input type="checkbox"/> BUS 411A	Advanced Accounting	<i>Prerequisite: BUS 312A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 412A	Individual Taxation	<i>Prerequisite: BUS 312A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 413A	Business Taxation	<i>Prerequisite: BUS 312A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 450A	Business Policies			3

### Core Requirements

<input type="checkbox"/> HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
<input type="checkbox"/> ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
<input type="checkbox"/> REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

Note: Accounting majors who are interested in the MBA 4+1 program should take BUS 340A Marketing for Managers and BUS 445A Global Business as electives in order to meet all prerequisites for the program.

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.

## MINOR in ACCOUNTING

21 Credits

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

<input type="checkbox"/> BUS 210A	Accounting Fundamentals			
<input type="checkbox"/> BUS 211A	Financial Accounting	<i>Prerequisite: BUS 210A</i>		3
<input type="checkbox"/> BUS 212A	Managerial Accounting	<i>Prerequisite: BUS 211A</i>		3
<input type="checkbox"/> BUS 311A	Intermediate Accounting I	<i>Prerequisite: BUS 212A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 312A	Intermediate Accounting II	<i>Prerequisite: BUS 311A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 314A	Cost Accounting	<i>Prerequisite: BUS 312A</i>	<i>6 weeks</i>	3
<input type="checkbox"/> BUS 412A	Individual Taxation	<i>Prerequisite: BUS 312A</i>	<i>6 weeks</i>	3

## 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 need to earn 150 credits total to qualify to sit for the CPA exam.

### Cohort Study Curriculum

Requirements for the cohort: 75 semester credits; 63 credits in residence, 40 credits upper division

Requirements for the major: 66 semester credits: 54 credits in residence, 40 credits upper division

All courses are three credits and five weeks unless otherwise noted

### Cohort Prerequisites

☐ Accounting Course Series (BUS 211A & BUS 212A or equivalent), completed within the five-year period prior to beginning the cohort.

☐ Business Mathematics Proficiency (BUS 107A or equivalent)

☐ Microsoft Office Proficiency (BUS 223A or equivalent)

All prerequisites must be completed with grades of C- or higher.

### Major Requirements

<input type="checkbox"/> BUS 301A	Management and Leadership, from Theory to Practice		3
<input type="checkbox"/> BUS 303A	Business and Employment Law		3
<input type="checkbox"/> BUS 306A	Economics for Managers		3
<input type="checkbox"/> BUS 311A	Intermediate Accounting I	<i>Prerequisite: BUS 212A</i>	6 weeks 3
<input type="checkbox"/> BUS 312A	Intermediate Accounting II	<i>Prerequisite: BUS 311A</i>	6 weeks 3
<input type="checkbox"/> BUS 314A	Cost Accounting	<i>Prerequisite: BUS 312A</i>	6 weeks 3
<input type="checkbox"/> BUS 332A	Auditing	<i>Prerequisite: BUS 312A</i>	6 weeks 3
<input type="checkbox"/> BUS 336A	Accounting Information Systems		3
<input type="checkbox"/> BUS 363A	Introduction to Business Finance		3
<input type="checkbox"/> BUS 364A	Corporate Finance	<i>Prerequisite: BUS 363A</i>	3
<input type="checkbox"/> BUS 370A	Decision Modeling	<i>Prerequisites: BUS 223A, 401A</i>	3
<input type="checkbox"/> BUS 371A	Investments	<i>Prerequisites: BUS 312A, 364A</i>	3
<input type="checkbox"/> BUS 372A	Financial Analysis/Valuation	<i>Prerequisites: BUS 312A, 364A</i>	3
<input type="checkbox"/> BUS 401A	Quantitative Analysis for Business		3
<input type="checkbox"/> BUS 411A	Advanced Accounting	<i>Prerequisite: BUS 312A</i>	6 weeks 3
<input type="checkbox"/> BUS 412A	Individual Taxation	<i>Prerequisite: BUS 312A</i>	6 weeks 3
<input type="checkbox"/> BUS 413A	Business Taxation	<i>Prerequisite: BUS 312A</i>	6 weeks 3
<input type="checkbox"/> BUS 445A	Global Business		3
<input type="checkbox"/> BUS 450A	Business Policies		3
<input type="checkbox"/> BUS 465A	International Finance	<i>Prerequisites: BUS 364A, 370A</i>	3
<input type="checkbox"/> BUS 483A	Commercial Banking	<i>Prerequisites: BUS 364A, 370A</i>	3
<input type="checkbox"/> Elective: One or more classes from the following:			
BUS 321A	Organizational Behavior and Design		3
BUS 453A	Operations Management		
PS 300A	The American Legal System		
SS 300A	Leadership and Diversity		

### Core Requirements

<input type="checkbox"/> HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
<input type="checkbox"/> ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
<input type="checkbox"/> REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

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

1. Mastery of the basic functional competencies of decision-making, risk analysis, measurement, reporting, research, and leveraging technology to enhance functional competencies.
2. Be technically competent in financial analysis, financial strategy, decision-making, risk analysis, measurement, reporting, research, and data analysis
3. 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.
4. 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.
5. 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

Requirements for the cohort: 42 semester credits; 33 credits in residence, 40 credits upper division

Requirements for the major: 33 semester credits: 27 credits in residence, 33 credits upper division

All courses are three credits and five weeks unless otherwise noted

<input type="checkbox"/> BUS 301A	Management and Leadership: From Theory to Practice		3
<input type="checkbox"/> BUS 303A	Business and Employment Law		3
<input type="checkbox"/> BUS 306A	Economics for Managers	<i>Prerequisite: BUS 223A</i>	3
<input type="checkbox"/> BUS 313A	Accounting for Managers	<i>Prerequisites: BUS 107A, 223A</i>	3
<input type="checkbox"/> BUS/PSY 321A	Organizational Behavior and Design		3
<input type="checkbox"/> BUS 340A	Marketing for Managers		3
<input type="checkbox"/> BUS 401A	Quantitative Analysis for Business	<i>Prerequisites: BUS 107A, 223A</i>	3
<input type="checkbox"/> BUS 445A	Global Business		3
<input type="checkbox"/> BUS 450A	Business Policies	<i>Prerequisite: BUS 223A</i>	3
<input type="checkbox"/> BUS 453A	Operations Management	<i>Prerequisite: BUS 223A</i>	3
<input type="checkbox"/> BUS 461A	Finance for Business		3

### Core Requirements

<input type="checkbox"/> HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
<input type="checkbox"/> ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
<input type="checkbox"/> REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

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.

## MINOR IN BUSINESS ADMINISTRATION

18 Credits, Not available to students taking a major within the Business Division.

Courses are three credits and five weeks in length.

<input type="checkbox"/> BUS 301A	Management and Leadership: From Theory to Practice	3
<input type="checkbox"/> BUS 303A	Business and Employment Law	3
<input type="checkbox"/> BUS 306A	Economics for Managers	3
<input type="checkbox"/> BUS 313A	Accounting for Managers	3
<input type="checkbox"/> BUS 340A	Marketing for Managers	3
<input type="checkbox"/> BUS 461A	Finance for Business	3

## 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

Requirements for the cohort: 54 semester credits; 45 credits in residence, 40 credits upper division

Requirements for the major: 45 semester credits: 39 credits in residence, 40 credits upper division

All courses are three credits and five weeks unless otherwise noted

### Cohort Prerequisites

- ☐ Accounting Course Series (BUS 211A & BUS 212A or equivalent), completed within the five-year period prior to beginning the cohort.
- ☐ Business Mathematics Proficiency (BUS 107A or equivalent)
- ☐ Microsoft Office Proficiency (BUS 223A or equivalent)

All prerequisites must be completed with grades of C- or higher.

### Major Requirements

<input type="checkbox"/> BUS 301A	Management and Leadership, from Theory to Practice		3
<input type="checkbox"/> BUS 303A	Business and Employment Law		3
<input type="checkbox"/> BUS 306A	Economics for Managers		3
<input type="checkbox"/> BUS 311A	Intermediate Accounting I	<i>Prerequisite: BUS 212A</i>	<i>6 weeks</i> 3
<input type="checkbox"/> BUS 312A	Intermediate Accounting II	<i>Prerequisite: BUS 311A</i>	<i>6 weeks</i> 3
<input type="checkbox"/> BUS 363A	Introduction to Business Finance		3
<input type="checkbox"/> BUS 364A	Corporate Finance	<i>Prerequisite: BUS 363A</i>	3
<input type="checkbox"/> BUS 370A	Decision Modeling	<i>Prerequisites: BUS 223A, 401A</i>	3
<input type="checkbox"/> BUS 371A	Investments	<i>Prerequisites: BUS 312A, 364A</i>	3
<input type="checkbox"/> BUS 372A	Financial Analysis/Valuation	<i>Prerequisites: BUS 312A, 364A</i>	3
<input type="checkbox"/> BUS 445A	Global Business		3
<input type="checkbox"/> BUS 450A	Business Policies		3
<input type="checkbox"/> BUS 465A	International Finance	<i>Prerequisites: BUS 364A, 370A</i>	3
<input type="checkbox"/> BUS 483A	Commercial Banking	<i>Prerequisites: BUS 364A, 370A</i>	3
<input type="checkbox"/> SE 364A	Entrepreneurial Finance		3

### Core Requirements

<input type="checkbox"/> HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
<input type="checkbox"/> ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
<input type="checkbox"/> REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

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

1. Be technically competent in financial analysis, financial strategy, decision-making, risk analysis, measurement, reporting, research, and data analysis
2. 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.
3. 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.
4. 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

Requirements for the cohort: 51 semester credits; 39 credits in residence, 40 credits upper division

Requirements for the major: 42 semester credits: 33 credits in residence, 39 credits upper division

All courses are three credits and five weeks unless otherwise noted

### Major Requirements

<input type="checkbox"/> BUS 303A	Business and Employment Law	3
<input type="checkbox"/> HCA 272A	Cultural Competency in Health Care Organizations	3
<input type="checkbox"/> HCA 300A	Health Care Leadership	3
<input type="checkbox"/> HCA 302A	Principles of Patient Care	3
<input type="checkbox"/> HCA 303A	The Future of Health Care: Alternative Methods and Public Policy	3
<input type="checkbox"/> HCA 306A	The Economics of Healthcare and Policy <i>Prerequisite: BUS 223A</i>	3
<input type="checkbox"/> HCA 310A	Health Care Organizational Behavior and Design	3
<input type="checkbox"/> HCA 320A	Strategic Human Resources and Health Care	3
<input type="checkbox"/> HCA 401A	Decision Making and Information Systems in Health Care	3
<input type="checkbox"/> HCA 402A	Finance in Health Care Organizations <i>Prerequisites: BUS 107A, 223A</i>	3
<input type="checkbox"/> HCA 410A	Quality Management in Health Care Organizations	3
<input type="checkbox"/> HCA 411A	Managing the Dynamics of Health Care Organizations	3
<input type="checkbox"/> HCA 412A	Health Care and Ethics	3
<input type="checkbox"/> HCA 450A	Critical Issues in Health Care	3

### Core Requirements

<input type="checkbox"/> HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
<input type="checkbox"/> ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
<input type="checkbox"/> REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

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.

## MINOR in HEALTH CARE ADMINISTRATION

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

<input type="checkbox"/> HCA 272	Cultural Competency in Health Care Organizations	3
<input type="checkbox"/> HCA 300	Health Care Leadership	3
<input type="checkbox"/> HCA 310	Health Care Organizational Behavior and Design	3
<input type="checkbox"/> HCA 401	Decision Making and Information Systems in Health Care	3
<input type="checkbox"/> HCA 450	Critical Issues in Healthcare	3

## 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

Requirements for the cohort: 54 semester credits; 48 credits in residence, 40 credits upper division

Requirements for the major: 45 semester credits: 42 credits in residence, 40 credits upper division

All courses are three credits and five weeks unless otherwise noted

### Major Requirements

<input type="checkbox"/> BUS 223A	Intro to MS Office/Excel		3
<input type="checkbox"/> BUS 301A	Management & Leadership: From Theory to Practice		3
<input type="checkbox"/> BUS 303A	Business & Employment Law		3
<input type="checkbox"/> BUS 318A	Performance Management, Strategy & Change		3
<input type="checkbox"/> BUS 319A	Intro to Human Resource Management		3
<input type="checkbox"/> BUS 321A	Organizational Behavior & Design		3
<input type="checkbox"/> BUS 327A	Employee Training & Development		3
<input type="checkbox"/> BUS 329A	Cross-Cultural Communication, Staffing & Recruitment		3
<input type="checkbox"/> BUS 330A	Components of Workplace Compensation		3
<input type="checkbox"/> BUS 340A	Marketing for Managers		3
<input type="checkbox"/> BUS 375A	Human Resource Information & Technology		3
<input type="checkbox"/> BUS 378A	HR Analytics	<i>Prerequisites: BUS 107A, 223A</i>	3
<input type="checkbox"/> BUS 460A	Fundamentals of Employee Benefits		3
<input type="checkbox"/> BUS 462A	HR Finance & Budgeting	<i>Prerequisites: BUS 107A, 223A</i>	3
<input type="checkbox"/> BUS 497A	HR Capstone		3

### Core Requirements

<input type="checkbox"/> HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
<input type="checkbox"/> ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
<input type="checkbox"/> REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

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.

## MINOR in HUMAN RESOURCE MANAGEMENT

18 Credits

Courses are three credits and five weeks in length.

<input type="checkbox"/> BUS 318A	Performance Management, Strategy & Change	3
<input type="checkbox"/> BUS 319A	Introduction to Human Resource Management	3
<input type="checkbox"/> BUS 329A	Cross-Cultural Communication, Staffing & Recruitment	3
<input type="checkbox"/> BUS 330A	Components of Workplace Compensation	3
<input type="checkbox"/> BUS 378A	HR Analytics	3
<input type="checkbox"/> BUS 460A	Fundamentals of Employee Benefits	3

## 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

36 Semester Credits

Courses are 3 credits and 6 weeks in length

<input type="checkbox"/> BUS 500A	Foundations for Successful Graduate Studies	3
<input type="checkbox"/> BUS 501A	Leading Diverse, High Performing Teams	3
<input type="checkbox"/> BUS 502A	Technology Trends in Business Culture	3
<input type="checkbox"/> BUS 505A	Managing Change	3
<input type="checkbox"/> BUS 600A	Business Ethics	3
<input type="checkbox"/> BUS 613A	Research Methods Workshop	1
<input type="checkbox"/> MOL 503A	Financial Environments of Organizations	3
<input type="checkbox"/> MOL 508A	Project Management	3
<input type="checkbox"/> MOL 509A	Social Entrepreneurship and Sustainable Business	3
<input type="checkbox"/> MOL 604A	Legal and Regulatory Environment of Business	3
<input type="checkbox"/> MOL 610A	Coaching, Mentoring, and Conflict Resolution	3
<input type="checkbox"/> MOL 611A	Problem Solving and Decision Making	3
<input type="checkbox"/> MOL 612A	Integrated Organizational Leadership Project	2

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 catalog 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.

## 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

42 Semester Credits

Courses are 3 credits and 6 weeks in length

<input type="checkbox"/> BUS 500A	Foundations for Successful Graduate Studies	3
<input type="checkbox"/> BUS 501A	Leading Diverse, High Performing Teams	3
<input type="checkbox"/> BUS 502A	Technology Trends in Business Culture	3
<input type="checkbox"/> BUS 503A	Corporate Finance	3
<input type="checkbox"/> BUS 505A	Managing Change	3
<input type="checkbox"/> BUS 600A	Business Ethics	3
<input type="checkbox"/> BUS 603A	Behavioral Economics and Strategy	3
<input type="checkbox"/> BUS 604A	Business Innovation	3
<input type="checkbox"/> BUS 606A	Managerial Acct & Financial Strategies	3
<input type="checkbox"/> BUS 607A	Strategic Marketing	3
<input type="checkbox"/> BUS 608A	Project and Operations Management	3
<input type="checkbox"/> BUS 609A	Business Analytics	3
<input type="checkbox"/> BUS 610A	Leading in a Global Environment	3
<input type="checkbox"/> BUS 613A	Research Methods Workshop	1
<input type="checkbox"/> BUS 614A	Strategy/Capstone	2

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:

<input type="checkbox"/> HCA 502A	Information Systems in Health Care	3
<input type="checkbox"/> HCA 503A	Strategic Finance in Health Care Organizations	3
<input type="checkbox"/> HCA 600A	Health Care and Ethics	3
<input type="checkbox"/> HCA 608A	Strategic Quality Management in Health Care	3

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:

<input type="checkbox"/> HS 501A	Persons in Context: Systems Thinking Across Society	3
<input type="checkbox"/> HS 505A	Stewardship and Resource Management	3
<input type="checkbox"/> HS 506A	Professional Ethics: Character, Quality & Social Justice	3

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 BS or BA degree at Warner Pacific University with a major in Business Administration, Accounting, Finance, Health Care Administration, or Health Care Management are eligible for Advanced Placement. Students must apply and be accepted into the MBA program within 1 year of graduating to qualify 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 pro-gram 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 catalog 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

*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.*

**Dean of Education:** Dr. Kathleen Vincent

**Major:** Early Childhood/Elementary Education

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

**Masters:** Master of Arts in Teaching, Master of Education

## 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 MyWP classes.

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 to demonstrate their understanding of civil rights and equity through a series of coursework and state approved teaching modules. In the undergraduate program, the subject matter exams and the required civil rights modules must be successfully completed 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](http://www.oregon.gov/tspc/pages/index.asp)

#### Program Information

On December 3, 2021, The Association for Advancing Quality in Educator Preparation (AAQEP) has awarded full 7-year accreditation to the Education Program at Warner Pacific University.

Founded in 2017, AAQEP is a membership association and quality assurance agency that provides accreditation services and formative support to all types of educator preparation providers. The organization promotes excellent, effective, and innovative educator preparation that is committed to evidence-based improvement in a collaborative professional environment. AAQEP is nationally recognized by the Council for Higher Education Accreditation.

Visit [aaqep.org](http://aaqep.org) for more information.

## 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

Requirements for the cohort: 75 semester credits; 54 credits in residence, 48 credits upper division

Requirements for the major: 66 semester credits: 45 credits in residence, 48 credits upper division

ED 240A	Integrating Educational Technology in the Classroom	3
ED 250A	Introduction to Education	2
ED 260A	Human Development & Learning Theory Implications	4
ED 281A	Curriculum Planning and the Role of the Teacher	3
ED 334A	Teacher as Manager	2
ED 341A	Literature for Children	3
ED 353A	Cultural Diversity	3
ED 370A	Art and Music Methods in the Classroom	2
ED 371A	Physical Education Methods in the Classroom	2
ED 372A	Literacy Methods in the Classroom (50 hr practicum)	4
ED 373A	Math Methods in the Classroom	2
ED 374A	Science Methods in the Classroom	2
ED 375A	Social Studies Methods in the Classroom	2
ED 376A	ESOL Methods in the Classroom	2
ED 481A	Professional Development Seminar	2
ED 491A	Student Teaching (100-hour experience)	2
ED 495A	Student Teaching II (15-week experience)	14
EDPSY 360A	Exceptional Learners	3
EDPSY 395A	Observation, Assessment, and Evaluation	3
MA 211A	Fundamentals of Elementary Math 1	3
MA 212A	Fundamentals of Elementary Math 2	3

## Core Requirements

HUM 310A	Exploring the Human Condition	<i>Prerequisite: EN 111A, 112A</i>	3
ILR 300A	Adv Information Literacy & Research	<i>Prerequisite: EN 111A</i>	3
REL 320A	Spirituality, Character and Service	<i>Prerequisite: EN 111A, 112A</i>	3

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:

1. 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.
2. Model the values, ethics and character of a Christian educator in a diverse and changing world.
3. 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.

## 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), Social Studies, and Physical Education\*.

*\*Please note: The Summer Immersion format is the only program authorized to offer the Physical Education endorsement. In order to pursue this endorsement offering, a candidate must demonstrate the supported background area of expertise (e.g. must have an undergraduate degree related to kinesiology, health, or sports management that would allow the candidate to teach within the content area). Any student interested in the Physical Education endorsement should contact a representative from the Education department for further details.*

## Summer Immersion Format

The Summer Immersion format of the Master of Arts in Teaching is designed for students completing a baccalaureate degree and wishing to pursue ML/HS and K-12 Licensure. Courses are taught on an accelerated schedule, meeting daily throughout the summer. The MAT program begins in the May immediately following graduation and is completed by December. A graduate level Capstone paper is required, along with successful completion of 16 weeks of student teaching, an edTPA and an integrated unit.

Current Warner Pacific University baccalaureate students are encouraged to consider this program. Students will begin the admission process during their junior year, completing all prerequisite courses, exams, and application materials prior to graduation. Students should also take ED 260, ED 515(U), and ED 535(U) as part of their baccalaureate program, as these courses apply as electives for the undergraduate degree, as well as fulfilling requirements in the MAT.

***The Summer Immersion format is only for middle/high school licensure; the ECE/Elementary Courses are not offered through this format.***

## Prerequisite Courses

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

## Cohort Study Curriculum

Degree Requirements: 35 semester 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. All students complete the Student Teaching courses.

Education Core Courses:		Credits	Length	Length, Summer Immersion Format
<input type="checkbox"/> ED 515A	Classroom Management	2 credits	5 weeks	2 weeks
<input type="checkbox"/> ED 535A	Curriculum Planning and Instruction	3 credits	7 weeks	3 weeks
<input type="checkbox"/> ED 551A	Foundations of Education	1 credit	2 weeks	1 week
<input type="checkbox"/> ED 555A	Urban Education and Diverse/Exceptional Learners	3 credits	7 weeks	3 weeks
<input type="checkbox"/> ED 573A	ESOL Instruction for Classroom Teachers	2 credits	5 weeks	2 weeks
<input type="checkbox"/> ED 596A	Assessment and Evaluation	3 credits	7 weeks	3 weeks
<input type="checkbox"/> ED 661A	Educational Research	3 credits	7 weeks	3 weeks
ECE/Elementary Courses				
<input type="checkbox"/> ED 571A	Art/Physical Education/ Music in PK-8 Classroom	2 credits	5 weeks	Not offered
<input type="checkbox"/> ED 572A	Teaching Math and Science in the PK-8 Classroom	3 credits	7 weeks	Not offered
<input type="checkbox"/> ED 574A	Teaching Literacy & Social Studies in the PK-8 Clsrm	3 credits	7 weeks	Not offered
Middle/High Education Courses				
<input type="checkbox"/> ED 575A	Literacy in the Content Area	3 credits	7 weeks	3 weeks
<input type="checkbox"/> ED 576A	Instructional Methods for the Middle and High School	3 credits	7 weeks	3 weeks
<input type="checkbox"/> ED 577A	Educational Trends in Middle and High School	2 credits	5 weeks	2 weeks
Student Teaching Courses				
<input type="checkbox"/> ED 690A	Student Teaching I with Seminar	3 credits	5 weeks	5 weeks
<input type="checkbox"/> ED 691A	Student Teaching IIa with Seminar	3 credits	5 weeks	5 weeks
<input type="checkbox"/> ED 692A	Student Teaching IIb with Seminar	4 credits	5 weeks	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>. Students who identify as culturally, racially, or linguistically diverse may qualify to have any fees related to licensure and testing reimbursed. Please save your receipts prior to requesting reimbursement, as TSPC offers vouchers for up front payment of testing fees.

## 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 catalog 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.

## Learning Outcomes

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.

## Graduation Requirements

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

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

## MASTER OF EDUCATION

The Master of Education (ME) 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 an emphasis that result in a new endorsement to complement their current license:

- M.Ed. with SPED Endorsement Emphasis: 37 semester credits
- M.Ed. with Reading Interventionist Endorsement Emphasis: 31 semester credits *Currently under development*

### Program Core

<input type="checkbox"/> ED 510A	Teaching to Diversity in Today's Classrooms	3 credits	6 weeks
<input type="checkbox"/> ED 540A	Utilizing Instructional Media	3 credits	6 weeks
<input type="checkbox"/> ED 560A	Research for Teachers	2 credits	6 weeks
<input type="checkbox"/> ED 564A	Ethics in Education	2 credits	6 weeks
<input type="checkbox"/> ED 595AA	Capstone Experience	1 credit	6 weeks
<input type="checkbox"/> ED 595BA	Capstone Experience	1 credit	6 weeks
<input type="checkbox"/> ED 660A	Research Design	3 credits	6 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.

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

### Reading Interventionist Endorsement Emphasis

*Please note: The Reading Interventionist Endorsement is currently under development and is being designed to meet the emerging needs of our P-12 students and their teachers. Please contact the Warner Pacific University Education Division for updates regarding the official program start date.*

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.

<input type="checkbox"/> ED 592A	Reading/Literacy Practicum	2 credits	5 weeks
<input type="checkbox"/> ED 620A	Principles of Reading Assessment, Diagnosis & Intervention	2 credits	5 weeks
<input type="checkbox"/> ED 651A	Best Practices in Literacy Instructions & Curriculum	3 credits	6 weeks
<input type="checkbox"/> ED 670A	Foundations of Language and Literacy	3 credits	6 weeks
<input type="checkbox"/> ED 671A	Literacy Instruction for Special Needs Students	2 credits	5 weeks
<input type="checkbox"/> ED 676A	Literacy Instruction for ELL Students	2 credits	5 weeks
<input type="checkbox"/> ED 689A	Leadership in Literacy Programs	2 credits	5 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 M.Ed. degree must be completed within six years from the student's program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance. The student will also be subject to any degree requirement changes that apply to the catalog in effect at the time of re-admittance.

## COURSE DESCRIPTIONS

## ART

- ART 100 Basic Studio Art** **2 credits** **Spring**  
An exploration of basic, visual elements, including line, value, shape, texture, color, and their effect on particular visual situations from a theoretical and practical standpoint. Additional fees are charged for this class.
- ART 115 Calligraphy** **2 credits** **As Needed**  
A study and practice of the art of italic calligraphy and other letter forms. Designed to build skills in fine lettering, layout and design. Course is performance oriented and will culminate in a display of projects at the end of each semester. Available on a Pass/No Pass basis. May be repeated. Additional fees are charged for this class.
- ART 120 Introduction to Photography** **2 credits** **Fall**  
Introduction of compositional techniques used to enhance photographic subjects. Basic camera operation is also covered. Additional fees are charged for this class.
- ART 250, ART 350 History of Art** **3 credits** **Fall**  
A study of the artistic and historical aspects of various art forms, especially painting, architecture, and sculpture. Emphasis is on visual aids, including museum field trip, architectural tour, slides, etc. Art projects will explore an idea of technique from each historical period or artistic movement. Prerequisite: EN 111+112. 300 level option is available by consent of instructor and requires completion of a major project.

## BIBLICAL STUDIES

- BI 151/ 151A The Bible as Sacred Story** **3 credits** **Fall, Spring**  
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.
- BI 250 Life and Teachings of Jesus** **3 credits** **As Needed**  
A study of the historical Jesus with emphasis upon the Synoptic Gospels. Designed to foster an appreciation of Jesus' significance for Christian thought and action. Prerequisite: BI 151.
- BI 310 Studying the Old Testament** **3 credits** **Fall-Odd Years**  
A study of the books of the Old Testament with a focus on issues of authorship, cultural background, literary form, and content.
- BI 315 Teaching the Old Testament** **3 credits** **Fall-Odd Years**  
A study of the books of the Old Testament with a focus on interpretation and application of the meaning of the Old Testament within the context of contemporary culture.
- BI 320 Studying the New Testament** **3 credits** **Spring-Even Years**  
A study of the books of the New Testament with a focus on issues of authorship, cultural background, literary form, and content.
- BI 325 Teaching the New Testament** **3 credits** **Spring-Even Years**  
A study of the books of the New Testament with a focus on interpretation and application of the meaning of the New Testament within the context of contemporary culture.
- BI 441 Biblical Hebrew** **3 credits** **As Needed**  
A study of the basic elements of the grammar and vocabulary of Old Testament Hebrew with attention given to the translation of selected passages from the Bible. Prerequisite: Junior class standing.
- BI 443 Biblical Greek** **3 credits** **As Needed**  
A study of the basic elements of the grammar and vocabulary of New Testament Greek with attention given to the translation of selected passages from the Bible. Prerequisite: Junior class standing.
- BI 511 + BI 512 The Literature of the Old Testament I + II** **3 + 3 credits** **As Needed**  
A study of the authorship, date, purpose and literary structure of the Old Testament books, with attention to social, political, and religious history.
- BI 521 + BI 522 The Literature of the New Testament I + II** **3 + 3 credits** **As Needed**  
A study of the occasion, purpose, and content of the New Testament books.
- BI 541 Biblical Hebrew** **3 credits** **As Needed**  
A study of the basic elements of the grammar and vocabulary of Old Testament Hebrew with attention given to the translation of selected passages from the Bible.
- BI 543 Biblical Greek** **3 credits** **As Needed**  
A study of the basic elements of the grammar and vocabulary of New Testament Greek with attention given to the translation of selected passages from the Bible.

## BIOLOGY

- BIO 121 Introduction to Anatomy and Physiology 4 credits Spring**  
An introductory survey of the structure and function of the human organism, where students will learn about the important systems of the human body. Those systems include the skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. Lecture and laboratory. Lab fee required.
- BIO 211 General Biology I 4 credits Fall**  
An introduction to the biological principles and inter-relationships of living organisms. Ecology, basic genetic principles and evolution are covered. BIO 212 of this sequence may be taken independent from BIO 211. Lecture and laboratory. Lab fee required.
- BIO 212 General Biology II 4 credits Spring**  
An introduction to the biological principles and inter-relationships of living organisms. This course examines organismal diversity and the structural organization and functions of cells, tissues and body systems. BIO 212 of this sequence may be taken independently from BIO 211. Lecture and laboratory. Lab fee required.
- BIO 215, BIO 315 Malheur Natural History Studies 3 credits Spring**  
Subjects relating to ecology, geology, botany, zoology (particularly ornithology) and the history of the Malheur area will be studied. The course includes on-site study at the Malheur Field Station located in SE Oregon. BIO 315 is an advanced option that is restricted to biology majors or the consent of the instructor. Prerequisites: EN 111; sophomore class standing or consent of instructor. Additional fees required.
- BIO 216 Urban Ecology 4 credits Fall-Odd Years**  
A survey course for the non-science major to enhance understanding of the ecological principles and processes as they relate to urban living. The course includes an introduction to the ecology in an urban setting to gain an understanding of ecosystems services. There is an emphasis of land use in urban areas (parks, open spaces, conservation easements, wildlife refuges, etc.). Lecture and laboratory. Prerequisites: EN 111, sophomore class standing or consent of instructor. Lab fee required.
- BIO 221 Human Anatomy and Physiology I 4 credits Fall**  
A survey of the structure and function of the human organism; encompasses cells to organ systems with focus on the skeletal, muscular and nervous systems. Lecture and laboratory. Lab fee required.
- BIO 222 Human Anatomy and Physiology II 4 credits Spring**  
A survey of the structure and function of the human organism with attention on the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. An introduction to immune and inheritance process are also included. Lecture and laboratory. Prerequisites: BIO 221 or consent of instructor; EN 111. Lab fee required.
- BIO 245 Evolution 3 credits Fall-Even Years**  
A survey of the history and development of ideas relative to the origin of species. Lecture only. Prerequisites: BIO 211, 212 or consent of instructor; EN 111.
- BIO 250 Genetics 4 credits Fall-Odd Years**  
A study of the laws and principles of heredity. Emphasis is given to Mendelian genetics, cell replication and gamete formation, DNA structure/replication/modification, gene regulation and expression, and selected topics in current genetic research. Lecture and laboratory. Prerequisites: BIO 211, 212 or BIO 221, 222; EN 111. Lab fee required.
- BIO 301 Botany 4 credits Spring-Odd Years**  
Selected topics chosen by the instructor and students from the areas of plant morphology, physiology and systematics. Lecture and laboratory. Prerequisites: BIO 211, 212, EN 111. Lab fee required.
- BIO 310 Immunology 4 credits Fall-Even Years**  
A study of the immune response and its involvement in health and disease. Topics include cells, organs and microenvironments of the immune system, receptors and signaling, innate immunity, and functions of immune cells and molecules in clinical settings such as infection, inflammation, autoimmunity, hypersensitivity, transplantation, and cancer. Lecture and laboratory. Prerequisites: BIO 211, 212; or BIO 221, 222. Lab fee required.
- BIO 315 Malheur Natural History Studies 3 credits Spring**  
See BIO 215.
- BIO 330 Cell Biology 4 credits Spring-Odd Years**  
A study of eukaryotic cell morphology and physiology. Topics include membrane structure and function, bioenergetics, intracellular compartments, cell communication, the cytoskeleton, cell division, and cell cycle control. Lecture and laboratory. Prerequisites: BIO 211, 212, CHEM 211, 212, EN 111. Lab fee required.

**Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

**PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>BIO 360</b>	<b>Ecology</b>	<b>4 credits</b>	<b>Fall-Even Years</b>
Relationships of plants and animals to one another and to the total environment. Particular emphasis given to modern problems such as pollution. Lecture, laboratory and field trips. Prerequisites: BIO 211,212, EN 111,112; MA 242 recommended. Lab fee required.			
<b>BIO 370</b>	<b>Microbiology</b>	<b>4 credits</b>	<b>Spring</b>
Topics of study include the taxonomy, morphology, physiology, pathogenicity and industrial uses of microorganisms. Emphasis will be placed on bacteria with some discussion of fungi, protists and viruses. Lecture and laboratory. Prerequisites: CHEM 111 or 211, 212 and BIO 211, 212 or 221, 222; EN 111. Lab fee required.			
<b>BIO 380</b>	<b>Invertebrate Zoology</b>	<b>4 credits</b>	<b>Spring-Even Years</b>
Phylogenetic relationship, development, structure, and function of the invertebrate animals. Lecture and laboratory. Prerequisites: BIO 211, 212, EN 111. Lab fee required.			
<b>BIO 393</b>	<b>Practicum in Laboratory Science Instruction</b>	<b>1 credit</b>	<b>Fall, Spring</b>
This course is designed for students pursuing careers in science education. It provides hands-on experience teaching in an introductory laboratory setting with particular emphasis on laboratory preparation, student interactions, and pedagogical content knowledge. Repeatable for a maximum of 2 credits. Prerequisites: BIO 211, 212 or BIO 221, 222 or CHEM 211, 212; EN 111; and consent of instructor.			
<b>BIO 401</b>	<b>Scientific Writing</b>	<b>2 credits</b>	<b>As Needed</b>
This course is designed to develop effective writing skills for the scientific community including: problem solving identification, organization and interpretation of data, reasoning, presentation of results, and writing clarity. Analysis of primary literature, poster presentations, and ethics are also addressed. Prerequisites: EN 111,112, BIO 245 or BIO 250, junior class standing.			
<b>BIO 420</b>	<b>Mammalian Physiology</b>	<b>4 credits</b>	<b>Fall-Odd Years</b>
A study of mammalian organ systems with particular emphasis placed on cellular and integrative aspects of human endocrine, nervous, cardiovascular, respiratory and urinary systems. Lecture and laboratory. Prerequisites: BIO 211, 212, CHEM 211, 212, and EN 111, 112. Lab fee required.			
<b>BIO 421</b>	<b>Elements of Human Gross Anatomy</b>	<b>4 credits</b>	<b>Spring-Odd Years</b>
Detailed study of the gross anatomy of the human body using a regional rather than a systematic approach. Emphasis on the following areas: lower and upper extremities including the neck and back, anterior thorax and anterior abdominal wall. Involves extensive dissection of the cadaver. Lecture and laboratory. Prerequisites: BIO 211, 212 or BIO 221, 222, and EN 111. Lab fee required.			
<b>BIO 490</b>	<b>Senior Seminar in Biology</b>	<b>1 credit</b>	<b>Fall</b>
Course encompasses a survey of research, literature, bioethical considerations and career opportunities in biological areas. Students will complete professional development activities such as writing a resume, preparing a research poster and presentation. Prerequisites: EN 111+112, senior standing.			
<b>BIO 491+ BIO 492</b>	<b>Senior Thesis</b>	<b>2 + 2 credits</b>	<b>Fall + Spring</b>
Original research, thesis completion and oral presentation of selected topic chosen in consultation with major advisor. Prerequisites: EN 111+112, senior standing and consent of science faculty advisor. Offered as Pass/No Pass only.			

## BUSINESS

<b>BUS 100A</b>	<b>Team Dynamics</b>	<b>3 credits</b>	<b>PGS</b>
<i>Also listed as SOC 100A.</i> This course examines the principles and practices of effective team dynamics, as well as the individual qualities that contribute to optimal teamwork. Through team experiences, both inside and outside of class, students have multiple opportunities to apply course concepts. Students are encouraged to find application opportunities outside of assignments and integrate concepts in all applicable areas of life. Students are encouraged to focus on and utilize individual team member strengths to enhance team dynamics. Topics include communication, ethics, diversity, decision-making, conflict styles, conflict resolution, leadership, critical thinking, and personalities. Emphasis is placed on creating optimal team experiences—inside and outside of the classroom—regardless of one's role within the team.			
<b>BUS 107A</b>	<b>Business Mathematics</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 112A</b>	<b>Principles of Budgeting and Accounting</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 120</b>	<b>Introduction to Business and Personal Finance</b>	<b>3 credits</b>	<b>Fall</b>
This is an introductory course, which offers students the opportunity to explore the world of business. The course is divided into content areas, which introduce basic concepts in marketing, economics, personal money management, business law, accounting, international business, management, and entrepreneurship. The course also includes basic information on personal finance as well as applied budgeting. Students build a basic personal budget as part of this class.			

- BUS 120A Introduction to Business & Personal Finance 3 credits PGS**  
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 195 Internship Preparation 2 credits Fall, Spring**  
This course will provide support for students as they prepare for entering an internship in any major. Students will investigate potential internship prospects and professional associations within their field, create job descriptions and electronic portfolios, update resumes, practice interviewing skills, practice presentation skills, practice networking, and practice working in a “cube” environment, by completing activities in the workplace lab. By the completion of the course, students will have determined an internship placement as well as developed an understanding of skills needed for a successful internship experience.
- BUS 206A Accounting Mechanics 1 credit PGS**  
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 PGS**  
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 211 Financial Accounting 3 credits Fall**  
This course gives an overview of financial accounting. Various topics, such as recording business transactions, completing the accounting cycle, accounting information systems, and partnerships will be discussed during this course. In addition, the ability to interpret and communicate financial statement information, as related to a business entity, is another important aspect that will be covered. Generally Accepted Accounting Principles (GAAP) will be applied to various events to help the student understand accounting systems and their subsequent results presented through the use of formal financial statements presented fairly and accurately. Prerequisite: MA 95 or placement in MA 111/242.
- BUS 211A Financial Accounting 3 credits PGS**  
This course revisits topics covered in Accounting Fundamentals (BUS 210A), 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 for-mat 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 212 Managerial Accounting 3 credits Spring**  
This course provides a review of managerial accounting and continues financial accounting topics reviewed in BUS 211. Topics discussed will be: an introduction to management accounting, job order and process costing, activity based costing, cost-volume-profit analysis, short-term business decisions, capital investment decisions and the time value of money. Management tools such as the master budget, cost allocation and responsibility accounting, flexible budgets, standard costing, performance evaluation and the balanced scorecard are also studied. Prerequisites: BUS 211, MA 95 or placement in MA 111/242.
- BUS 212A Managerial Accounting 3 credits PGS**  
The first part of the course presents alternative methods of preparing managerial accounting in-formation, 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. Un-less 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 under-stand other companies you encounter in your role as competitor, consultant, or investor. Prerequisites: BUS 211A; BUS 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.
- BUS 220A Human Resource Development 3 credits PGS**  
*Also listed as SS 220A.* 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 223/ 223A Introduction to Microsoft Office 3 credits Fall, Spring/ PGS**  
This course focuses on Microsoft Office Suite capabilities and concepts with a special emphasis on Excel. The course will use the version of Office most prevalent in business environments at the time it is offered. Topics include familiarization with Windows, Office, Word documents, PowerPoint presentations, and Excel workbooks. The course includes a significant focus on effectively utilizing the functions of Excel workbooks to support business processes. Graded P/NP.

**Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

**PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>BUS 224A</b>	<b>Computer Accounting Applications</b>	<b>3 credits</b>	<b>PGS</b>
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 223A or equivalent.			
<b>BUS 225A</b>	<b>Payroll Accounting</b>	<b>3 credits</b>	<b>PGS</b>
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 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.			
<b>BUS 226A</b>	<b>Federal Taxation Basic Principles</b>	<b>3 credits</b>	<b>PGS</b>
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 223A or equivalent; BUS 225A.			
<b>BUS 235</b>	<b>Introduction to Quickbooks</b>	<b>3 credits</b>	<b>Spring-Even Years</b>
This course addresses the recording, organizing and reporting of financial information of a business in accordance with established accounting standards and methods. Using a hands-on approach, this course integrates understanding accounting with learning QuickBooks software. Topics of this course include QuickBooks setup, recording and managing of sales, purchases and payroll. Additionally, this course includes methods of customizing QuickBooks data. With the completion of this course, the desired outcome is for each student to earn their QuickBooks Certification. Prerequisite: BUS 211 or consent of the instructor.			
<b>BUS 261/ 261A</b>	<b>Organizational Writing and Presentations</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
<i>Also listed as COMM 261.</i> An overview of organizational communication. Emphasis is placed on the types of messages conveyed to both internal and external audiences and the methods by which they are presented. Topics include knowing the audience, writing and presenting positive/informative, negative, and persuasive messages, resumes and interviews, and preparing/presenting a formal research recommendation report as part of a team. Meets general core requirement for communications. Prerequisite or corequisite: EN 111.			
<b>BUS 279</b>	<b>Selected Topics</b>	<b>1-3 credits</b>	<b>As Needed</b>
Content of course depends upon agreement between student and faculty.			
<b>BUS 290</b>	<b>Ethics, Social Issues, and Responsibility</b>	<b>3 credits</b>	<b>Spring</b>
A study of the interactions of individuals with corporate and social institutions. Focus is on the moral dimensions and tensions that exist on personal and organizational levels when applying a moral and ethical decision-making process. Prerequisite or corequisite: EN 111.			
<b>BUS 301A</b>	<b>Management and Leadership: From Theory to Practice</b>	<b>3 credits</b>	<b>PGS</b>
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 de-fine how leaders, working with people, accomplish goals within an ethical environment.			
<b>BUS 303/ 303A</b>	<b>Business and Employment Law</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
This course is designed to enable learners to prepare for leadership and management positions in both private and public sectors, by improving their competencies in the areas of employer and employee legal rights in the workplace. By comprehending and applying basic legal concepts and decisions, case studies, class exercises, and practical experiences to the workplace, learners will be much better able to lead and manage their employees and to function as employees themselves. Students will explore and discuss relevant concepts and practical application, producing specific learning outcomes. A strong ethics component is integrated in the course as students confronts various types of ethical choices and challenges facing today's leaders and managers.			
<b>BUS 305</b>	<b>Independent Study</b>	<b>3 credits</b>	<b>As Needed</b>
Involves original research and writing on a topic or project agreed upon by the instructor and the student. Consent of the instructor and Junior class standing is required for Independent Study. A form for Petition of Independent Study must be completed and approved by the instructor and Division Dean.			
<b>BUS 306A</b>	<b>Economics for Managers</b>	<b>3 credits</b>	<b>PGS</b>
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. Prerequisite: BUS 223A or equivalent.			
<b>BUS 310</b>	<b>Management Theory and Practice</b>	<b>3 credits</b>	<b>Fall</b>
This course explores theoretical elements of business management. By investigating the principles encompassing planning, organizing, leading, and controlling the student will gain an understanding of the skills required to be a successful manager. The student will also examine many contemporary issues managers face, such as customer focus, globalization, diversity, ethics, information technology, entrepreneurship, work teams, service economy, and small business management.			
<b>BUS 311/ 311A</b>	<b>Intermediate Accounting I</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
Comparative study of generally accepted accounting principles from theoretical foundations to current practices. Prerequisite: BUS 212 or 212A.			

<b>BUS 312/ 312A</b>	<b>Intermediate Accounting II</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
Comparative study of generally accepted accounting principles from theoretical foundations to current practices. Prerequisite: BUS 311 or 311A.			
<b>BUS 313A</b>	<b>Accounting for Managers</b>	<b>3 credits</b>	<b>PGS</b>
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. . Prerequisites: BUS 212A; BUS 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.			
<b>BUS 314/ 314A</b>	<b>Cost Accounting</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
Basic principles of cost measurement and reporting for managerial planning, policy and control. Prerequisite: BUS 212 or BUS 312A.			
<b>BUS 318/ 318A</b>	<b>Performance Management, Strategy &amp; Change</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
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.			
<b>BUS 319/ 319A</b>	<b>Intro to Human Resource Management</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
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.			
<b>BUS 321/ 321A</b>	<b>Organizational Behavior and Design</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
<i>Also listed as PSY 321/ 321A.</i> 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.			
<b>BUS 323A</b>	<b>Staffing: Selection and Placement</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 324</b>	<b>Employee Labor Relations</b>	<b>3 credits</b>	<b>As Needed</b>
Examines the development, structure and process of collective bargaining as well as negotiation processes and strategies in a variety of settings. Central topics include labor law, union organization, general principles of negotiation, and labor contract negotiation in particular. The course is taught from a neutral perspective, emphasizing the rights and responsibilities of labor, management and government. Makes extensive use of bargaining exercises.			
<b>BUS 327/ 327A</b>	<b>Employee Training &amp; Development</b>	<b>3 credits</b>	<b>Spring-Odd Years/ PGS</b>
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.			
<b>BUS 329/ 329A</b>	<b>Cross-Cultural Communication, Staffing &amp; Recruitment</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
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.			
<b>BUS 330/ 330A</b>	<b>Components of Workplace Compensation</b>	<b>3 credits</b>	<b>Fall-Even Years/ PGS</b>
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.			

**Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

**PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>BUS 331/ 331A</b>	<b>Non-Profit Accounting</b>	<b>3 credits</b>	<b>As Needed</b>
Study of accounting for governmental bodies and non-profit organizations requiring accounting by “funds.” Prerequisite: BUS 212 or BUS 312A.			
<b>BUS 332/ 332A</b>	<b>Auditing</b>	<b>3 credits</b>	<b>Fall-Even Years/ PGS</b>
Covers auditing theory, procedures, controls and tests. Preparation of letters, footnotes, responsibilities to the profession, the government and the organization. Prerequisite: BUS 212 or BUS 312A.			
<b>BUS 335</b>	<b>Accounting Information Systems</b>	<b>3 credits</b>	<b>Spring-Even Years</b>
This course addresses the recording, organizing and reporting of financial information of a business in accordance with established accounting standards and methods. Using a hands-on approach, this course integrates understanding accounting with learning QuickBooks software. Topics of this course include QuickBooks setup, recording and managing of sales, purchases and payroll. Additionally, this course includes methods of customizing QuickBooks data and using Advanced Excel Methods to generate reports. With the completion of this course, the desired outcome is for each student to earn a QuickBooks Certification, an Introduction to SQL certificate, and have a more advanced knowledge of Excel functions. Prerequisite: BUS 212.			
<b>BUS 336A</b>	<b>Accounting Information Systems</b>	<b>3 credits</b>	<b>PGS</b>
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 de-sired 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.			
<b>BUS 340A</b>	<b>Marketing for Managers</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 353</b>	<b>Operations Management</b>	<b>3 credits</b>	<b>Fall</b>
An introduction to the operations function, which is responsible for the planning, organizing and controlling of resources in both manufacturing and service industries. These functions are studied from the managerial, administrative and employee perspectives. Topic areas include an introduction to operations management, design of goods and services, management quality, process strategy, location strategies, layout strategies, human resources and job design and work measurement. Prerequisites: BUS 310, BUS 363, BUS 393 or consent of instructor.			
<b>BUS 363/ 363A</b>	<b>Introduction to Business Finance</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
An introductory course in business finance. Emphasis is placed on the basic concepts of the role and environment of managerial finance, financial statements and analysis, cash flow and financial planning, time value of money, risk and return, interest rates and bond valuation, stock valuation, capital budgeting cash flows and techniques. Prerequisites (Traditional): BUS 211 and EC 203. BUS 212 is recommended but not required. Prerequisites (PGS): Admission to the BA in Finance program.			
<b>BUS 364/ 364A</b>	<b>Corporate Finance</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
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 363 or BUS 363A.			
<b>BUS 370/ 370A</b>	<b>Decision Modeling</b>	<b>3 credits</b>	<b>Fall-Odd Years/ PGS</b>
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. Prerequisites: BUS 223 or BUS 223A; BUS 394 or BUS 401A.			
<b>BUS 371/ 371A</b>	<b>Investments</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
Investment objectives, modern portfolio theory, valuation, equilibrium, market efficiency and asset classes. Prerequisites: BUS 312 or BUS 312A; BUS 364 or BUS 364A.			
<b>BUS 372/ 372A</b>	<b>Financial Analysis and Valuation</b>	<b>3 credits</b>	<b>Spring-Odd Years/ PGS</b>
The 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 312 and BUS 364.			
<b>BUS 375/ 375A</b>	<b>Human Resource Information &amp; Technology (HRIS)</b>	<b>3 credits</b>	<b>Fall-Odd Years/ PGS</b>
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.			
<b>BUS 378/ 378A</b>	<b>HR Analytics</b>	<b>3 credits</b>	<b>Fall-Even Years/ PGS</b>
This course will survey critical Human Resource topics with an analytical viewpoint. Students will acquire a basic working knowledge of talent selection/onboarding, compensation, performance evaluation, coaching/mentoring, DEI, legal and current topics impacting human resources in the organization. At the completion of the course students will develop qualitative and quantitative aptitudes to leverage HR analytics to be an effective manager. Prerequisites: BUS 107A or MA 111 or equivalent; BUS 223 or BUS 223A.			
<b>BUS 380</b>	<b>Conflict Resolution</b>	<b>3 credits</b>	<b>Spring</b>
<i>Also listed as SS 380.</i> This course will focus on conflict management theory and practice. Strategies for resolving interpersonal, group and organizational conflicts productively will be explored with applications in prevention, effective communication, problem solving and negotiating. Opportunities for conflict assessment and intervention will also be provided. Prerequisite: PSY 140 or SOC 140.			

<b>BUS 382</b>	<b>ENACTUS</b>	<b>1 credit</b>	<b>As Needed</b>
<i>Offered depending on the level of student interest.</i> Student membership within ENACTUS is an excellent opportunity for application of theory taught within department curriculum. By participating in ENACTUS, students will be able to meet managers from major corporations across the United States and the world, and reinforce business acumen learned in classes to support skills relevant to a successful career in Business Administration. This course may not be used to fulfill General Education Core . Offered on a Pass/No Pass basis. Prerequisite: Consent of instructor. May be repeated to a total of three credits.			
<b>BUS 394</b>	<b>Research Methods and Applied Statistics</b>	<b>3 credits</b>	<b>Fall, Spring</b>
The fundamentals of research methods and applied statistics, including qualitative and quantitative approaches. The course will emphasize the use of descriptive and inferential statistics using SPSS or Excel statistical software packages. Prerequisite: Junior class standing, MA 111 or 242.			
<b>BUS 401A</b>	<b>Quantitative Analysis for Business</b>	<b>3 credits</b>	<b>PGS</b>
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. Prerequisites: BUS 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.			
<b>BUS 405</b>	<b>Independent Study</b>	<b>3 credits</b>	<b>As Needed</b>
Involves original research and writing on a topic or project agreed upon by the instructor and the student. Consent of the instructor and Junior class standing is required for Independent Study. A form for Independent Study must be completed and approved by the instructor and Division Dean.			
<b>BUS 411/ 411A</b>	<b>Advanced Accounting</b>	<b>3 credits</b>	<b>Fall-Even Years/ PGS</b>
Accounting for business combinations. An intensive examination of inter-company relationships pertaining to consolidation theory, techniques, and reporting. Prerequisite: BUS 312 or BUS 312A or consent of the instructor.			
<b>BUS 412/ 412A</b>	<b>Individual Taxation</b>	<b>3 credits</b>	<b>Spring-Even Years/ PGS</b>
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 312 or BUS 312A or consent of instructor.			
<b>BUS 413/ 413A</b>	<b>Business Taxation</b>	<b>3 credits</b>	<b>Spring-Odd Years/ PGS</b>
This course is an expansion of how tax laws affect individuals, partnerships, corporations, and corporations. Additional topics in taxation are introduced with emphasis on laws applicable to estates, gifts, trusts, and tax exempt organizations. Prerequisite: BUS 312 or BUS 312A or consent of the instructor.			
<b>BUS 415</b>	<b>VITA/Tax Volunteer</b>	<b>1-3 credits</b>	<b>As Needed</b>
This course is offered in conjunction with the Internal Revenue Service (IRS) and the AARP Tax Aide division to give students the skills and training needed to prepare individual income tax returns for low-to-moderate income people. This course will be offering in the spring during tax season.			
<b>BUS 430</b>	<b>Global Marketing</b>	<b>2 credits</b>	<b>As Needed</b>
Analysis of international allocation of resources, movement of factors of production and determinants of relative prices. Analysis of the instruments of international commercial policy (tariffs and quotas), optimal prices, trade and development. Prerequisite: MKTG 242.			
<b>BUS 445/ 445A</b>	<b>Global Business</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
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. Prerequisites: BUS 310 or BUS 301A.			
<b>BUS 450</b>	<b>Strategic Management</b>	<b>3 credits</b>	<b>Spring</b>
A capstone course that helps integrate the approaches, techniques and philosophies learned in functional area courses, and provides the theory and practice of top-level, organization-wide administration. Emphasis is placed upon developing an ethical environment in which to work.			
<b>BUS 450A</b>	<b>Business Policies</b>	<b>3 credits</b>	<b>PGS</b>
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. Prerequisite: BUS 223A or equivalent.			
<b>BUS 453A</b>	<b>Operations Management</b>	<b>3 credits</b>	<b>PGS</b>
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. Prerequisite: BUS 223A or equivalent.			
<b>BUS 460/ 460A</b>	<b>Fundamentals of Employee Benefits</b>	<b>3 credits</b>	<b>Spring-Even Years/ PGS</b>
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.			

**Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

**PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>BUS 461A</b>	<b>Finance for Business</b>	<b>3 credits</b>	
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.			
<b>BUS 462/ 462A</b>	<b>HR Finance &amp; Budgeting</b>	<b>3 credits</b>	<b>Fall-Odd Years/ PGS</b>
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. Prerequisites: BUS 107A or MA 111 or equivalent; BUS 223 or BUS 223A or equivalent.			
<b>BUS 465/ 465A</b>	<b>International Finance</b>	<b>3 credits</b>	<b>Fall-Even Years/ PGS</b>
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. Prerequisites: BUS 364 or BUS 364A; BUS 370 or BUS 370A.			
<b>BUS 479</b>	<b>Selected Topics</b>	<b>1-3 credits</b>	<b>As Needed</b>
Content of course depends upon between student and faculty. Prerequisite: Junior class standing.			
<b>BUS 480</b>	<b>Employer Relations</b>	<b>3 credits</b>	<b>As Needed</b>
Examine the current legal and social issues that impact the employee-employer relationship, and the practical actions in order to address them. Using a contemporary and practical framework for the employee-relations discipline, you take a dynamic investigation of issues across the employee lifecycle. Learn how some HR Departments establish new employer contacts and strengthen current employer contacts through outreach activities such as cold calls, mass mailings, and individual employer visits, schedule and conduct employer visits to determine hiring needs, maintain, update, and expand electronic employer database.			
<b>BUS 483/ 483A</b>	<b>Commercial Banking</b>	<b>3 credits</b>	<b>As Needed</b>
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. Prerequisites: BUS 364 or BUS 364A; BUS 370 or BUS 370A.			
<b>BUS 490</b>	<b>Accounting Topics</b>	<b>1-3 credits</b>	<b>As Needed</b>
Special topics of current concern to faculty and students. Offered only when faculty is available and student interest is sufficient. Class is announced in advance of scheduled offerings. This will be a student(s)/faculty-selected project that enables the student(s) to research a specialized area of accounting that is currently being discussed in the profession. The objective is to critically examine the problem areas with emphasizes on investigating the "whys" behind today's generally accepted accounting principles and exploring alternative approaches to the study and development of accounting theory. Additionally the objective is to have the student form a well-reasoned position on the matter. Prerequisite: Must have completed BUS 212.			
<b>BUS 495</b>	<b>Internship</b>	<b>1-6 credits</b>	<b>Fall, Spring</b>
Student works and learns under supervision in an approved internship with a firm, agency, the university, or a workplace of the student's choosing, with approval by the instructor. Activities may include both day-to-day operational experiences as well as corporate research activities. Specific expectations of the internship experience will be determined by the company representative/supervisor of the student, the internship coordinator, and the student participating in the hands-on experience. Prerequisites: Business Division majors only, Junior class standing, 2.5 GPA, and application to the Business Division. Pass/No pass grade. Not acceptable toward residency. Students must apply for internships the semester prior to registering.			
<b>BUS 497/ 497A</b>	<b>HR Capstone</b>	<b>3 credits</b>	<b>Spring-Even Years/ PGS</b>
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.			
<b>BUS 500A</b>	<b>Foundations for Successful Graduate Studies</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 501A</b>	<b>Leading Diverse, High Performing Teams</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 502A</b>	<b>Technology Trends in Business Culture</b>	<b>3 credits</b>	<b>PGS</b>
This course provides an in-depth looks 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.			
<b>BUS 503A</b>	<b>Corporate Finance</b>	<b>3 credits</b>	<b>PGS</b>
This course focuses on the financial management of both publicly held and private corporations. Students will explore conceptual frameworks associated 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 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.			

<b>BUS 505A</b>	<b>Managing Change</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 600A</b>	<b>Business Ethics</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 603A</b>	<b>Behavioral Economics and Strategy</b>	<b>3 credits</b>	<b>PGS</b>
This course addresses leadership strategies for doing business in local and emerging economies. Students will explore developed, emerging, and local economic expression to understand their similarities and differences. Students will develop strategies associated with each expression.			
<b>BUS 604A</b>	<b>Business Innovation</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 606A</b>	<b>Managerial Accounting and Financial Strategies</b>	<b>3 credits</b>	<b>PGS</b>
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 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.			
<b>BUS 607A</b>	<b>Strategic Marketing</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 608A</b>	<b>Project and Operations Management</b>	<b>3 credits</b>	<b>PGS</b>
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 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.			
<b>BUS 609A</b>	<b>Business Analytics</b>	<b>3 credits</b>	<b>PGS</b>
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 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.			
<b>BUS 610A</b>	<b>Leading in a Global Environment</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>BUS 613A</b>	<b>Research Methods Workshop</b>	<b>1 credit</b>	<b>PGS</b>
A 1-credit, 1-day workshop course covering research methods for conducting basic business research/graduate studies research. Research is a valuable tool because it provides information needed for decision-making and strategy formulation. Topics discussed include the translation of problems into research questions, the selection of data collection and data analysis techniques appropriate to the problem, and the communication of research results.			
<b>BUS 614A</b>	<b>Strategy/Capstone</b>	<b>2 credits</b>	<b>PGS</b>
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. Prerequisites: BUS 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.			

**Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

**PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

## CHEMISTRY

<b>CHEM 111</b>	<b>Introduction to Chemistry</b>	<b>4 credits</b>	<b>Spring</b>
Examines the elements of general chemistry. Basic atomic theory will be developed and applied to the study of chemical reactions. Systems of gases, liquids, solids and solutions will be a focus. Applications will include acid-base chemistry, electrochemistry, chemical equilibrium and reaction kinetics. This chemistry course will be especially useful to persons planning a career in nursing or other health-allied fields. Lecture and laboratory. Prerequisite: MA 90 or higher. Lab fee required.			
<b>CHEM 211</b>	<b>General Chemistry I</b>	<b>4 credits</b>	<b>Fall</b>
Chemistry of the elements and their compounds: atomic structure, bonding, and stoichiometry. Lecture and laboratory. Prerequisite: MA 115 or equivalent. Lab fee required.			
<b>CHEM 212</b>	<b>General Chemistry II</b>	<b>4 credits</b>	<b>Spring</b>
Chemistry of the elements and their compounds: solutions, kinetics, equilibrium, electrochemistry, carbon compounds, and radioactivity. Lecture and laboratory. Prerequisites: CHEM 211. Lab fee required.			
<b>CHEM 301</b>	<b>Organic Chemistry I</b>	<b>4 credits</b>	<b>Fall</b>
Topics include the structure, bonding and reactivity of organic compounds with special emphasis given to the mechanisms of organic chemistry. Lecture and laboratory. Prerequisites: CHEM 211, 212. Lab fee required.			
<b>CHEM 302</b>	<b>Organic Chemistry II</b>	<b>4 credits</b>	<b>Spring</b>
Topics include organic spectroscopic techniques as well as the structure, bonding and reactivity of alcohols, amines, and carbonyl compounds. The laboratory includes the synthesis, purification and identification of such compounds. Lecture and laboratory. Prerequisite: CHEM 301. Lab fee required.			
<b>CHEM 310</b>	<b>Elements of Physical Chemistry</b>	<b>3 credits</b>	<b>As Needed</b>
Examines the three traditional areas of physical chemistry. First, modern thermodynamics is developed from "first principles." Second, transport processes and kinetics are examined. Third, quantum chemistry is developed and applied to simple chemical systems. Finally, these ideas are tied together with a discussion of statistical thermochemistry. Prerequisites: CHEM 211, 212.			
<b>CHEM 321</b>	<b>Analytical Chemistry</b>	<b>4 credits</b>	<b>As Needed</b>
Current analytical techniques are examined. Lectures are strongly tied to laboratory techniques involving quantitative chemical analysis. Traditional "wet" chemical techniques as well as the theory and practice of modern instrumental methods are examined. Lecture and laboratory. Prerequisites: CHEM 211, 212. Lab fee required.			
<b>CHEM 412</b>	<b>Biochemistry</b>	<b>4 credits</b>	<b>Spring- Even Years</b>
This course examines the structure and function of proteins, carbohydrates and lipids. Enzyme kinetics and structure are studied and metabolic pathways are examined. Lecture and laboratory. Prerequisites: BIO 212, CHEM 301, 302. Lab fee required.			
<b>CHEM 413</b>	<b>Biochemistry II</b>	<b>4 credits</b>	<b>As Needed</b>
This course examines the structure and function of proteins, carbohydrates and lipids. Enzyme kinetics and structure are studied and metabolic pathways are examined. Lecture and laboratory. Prerequisites: CHEM 301, 302, 412. Lab fee required.			
<b>CHEM 491 + 492</b>	<b>Senior Thesis I + II</b>	<b>2 + 2 credits</b>	<b>As Needed</b>
Original research, thesis completion, and oral presentation of selected topic chosen in consultation with major advisor. Prerequisite: Senior standing and consent of science faculty advisor. Offered as Pass/No Pass only.			

## COLLEGE STUDIES

<b>CLS 100+100B Strategies for College Success Skills</b>	<b>1+1 credits</b>	<b>As Needed</b>
This series of courses is designed to provide first year Community Builders students with a basic understanding of college culture, terminology, assessment practices, structure, and student support services. Students successfully completing the courses will see themselves as life-long learners, gain self-confidence, improve human relations and a sense of campus community, and learn effective critical thinking, communication, and study skills.		
<b>CLS 110</b>	<b>Critical Thinking and Study Skills</b>	<b>3 credits</b>
Course examines critical thinking techniques, theories and approaches to knowledge, and strategies for studying in and across academic disciplines. Within this theoretical context, students explore and assess methods to improve their own thinking, reading, writing, studying, and test taking skills. Emphasis is on thematic study and on moving students from rote learning to understanding and application of course content across the curriculum.		
<b>CLS 111</b>	<b>Critical Thinking: Building Habits for Success</b>	<b>1 credit</b>
This course is designed to empower students to build strong habits that lead to success. The coursework explores the concepts of self-sabotage, procrastination, avoidance, and other behaviors that inhibit growth. Through various readings, discussions, and learning activities, students will engage in self-reflection and build important skills to overcome barriers and rediscover the path to success. May be repeated for credit.		
<b>CLS 200A</b>	<b>Exploring Prior Learning Experience</b>	<b>1 credit</b>
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. Prerequisite: college composition and recommendation by advisor.		

## CHRISTIAN ENTREPRENEURSHIP

**CET 199A**      **Christian Entrepreneurship Training I**      **3 credits**      **PGS**  
This course provides the first part of the hands-on application training needed to learn to become a successful Christian Entrepreneur. The skills and information-based modules cover topics related to operating a small business, such as strategic planning, feasibility, marketing, e-business, e-commerce, business leadership, and employee recruitment. The student will make a formal marketing plan presentation as part of their culminating assignment. The focus is on a Christian approach to entrepreneurship, including values, mission, and the power of prayer in the business enterprise. This course is taught in collaboration with Joseph Business School.

**CET 299A**      **Christian Entrepreneurship Training II**      **3 credits**      **PGS**  
The second part of this hands-on practical training course builds upon the first course to enhance the Christian Entrepreneurship training with a focus on financial literacy from a spiritual perspective. Topics include financial planning, options for business financing, legal policies, record-keeping, negotiations, and contracts. The student will make a formal business plan presentation as part of their culminating assignment. This course is taught in collaboration with Joseph Business School.

## CHRISTIAN MINISTRIES

**CM 140**      **Ministry Practice: Exploring Vocation and Call**      **3 credits**      **Fall- Odd Years**  
This course offers students the opportunity to explore their emerging sense of calling or vocation- their meaning and purpose in the world. As such, this course will focus on the student's story, character, and spiritual path as well as introduce stories of how others have explored and lived into their callings or vocational paths. In community, students will identify their gifts, passions, and emerging directions of calling and consider how they connect with the needs and opportunities in the world today.

**CM 260**      **Ministry Field Ed.: Ministry of Care**      **3 credits**      **Fall- Odd Years**  
In this course, students will learn basic skills for listening deeply to others with particular attention to those whose lives are impacted by trauma and/or significant transition. The course will introduce frameworks, skills, and tools for understanding trauma, engaging secondary trauma, and administering self-care in the life of ministry. Students should not expect to become proficient with providing trauma informed care as a result of this course.

**CM 311**      **Ministry Field Ed.: Community Development & Organizing**      **3 credits**      **Fall- Even Years**  
In this course, students will learn and practice basic frameworks, skills, and tools for practicing Asset Based Community Development (ABCD) and community organizing in their neighborhoods. This includes assessing community resources and experiences, organizing community members around topics that deeply impact them, creative problem-solving, and moving toward collective action. Throughout the course, students will also reflect on the role of faith communities in the health of neighborhoods. This course is one of a series that include practical field education/internship experiences.

**CM 312**      **Design Thinking and Entrepreneurship**      **3 credits**      **Fall- Even Years**  
See COMM 312.

**CM 345**      **Methods and Practice of Public Communication for Ministry**      **3 credits**      **Spring- Odd Years**  
This is a laboratory style course providing methods, introductory techniques, and opportunities to practice public speaking/presenting in and for ministry contexts. A variety of public communication methods will be engaged looking towards a variety of current public ministry settings. Special attention will be given to connecting biblical narratives with the students' stories and the stories of others. Students will have opportunities to practice these communication techniques regularly throughout the course with peer and instructor feedback. Prerequisite: Sophomore class standing.

**CM 370**      **Ministry Preparation Internship**      **3 credits**      **As Needed**  
This is an internship class designed to help students preparing for Christian ministry to practice, describe, and assess their callings in and to the world. Each student will participate in a twelve week internship experience connected with their vocational interests and the goals and student learning outcomes of the Religion and Christian Ministries Department. This course will engage each student's particular vocational questions and calling as well as the broader and shared call to spiritual engagement, leadership, and love through ministry in the world today. Prerequisites: CM 140, CM 211, CM 212 or instructor consent.

**CM 400**      **Ministry Integrative Capstone**      **3 credits**      **Spring- Years**  
This is a capstone class for Christian Ministries majors. It consists of collaborative presentations and public speaking opportunities that will articulate the student's integrative educational journey and an emerging value of a contextual approach to ministry. This course is designed for reflection on each student's particular vocational call as well as how that connects to the broader vision and work of participating in the love of God, self, neighbor, enemy, stranger, and the world today. Prerequisites: CM 140, CM 211, CM 212, CM 370 or instructor consent.

**CM 545**      **Methods and Practice of Public Communication for Ministry**      **3 credits**      **As Needed**  
This is a laboratory style course providing methods, introductory techniques, and opportunities to practice public speaking/presenting in and for ministry contexts. A variety of public communication methods will be engaged looking towards a variety of current public ministry settings. Special attention will be given to connecting biblical narratives with the students' stories and the stories of others. Students will have opportunities to practice these communication techniques regularly throughout the course with peer and instructor feedback.

### *Traditional Courses (Taught Fall and/or Spring, as indicated)*

90 - 99      *Developmental courses, Traditional program*  
100 - 299      *Lower-division courses, Traditional program*  
300 - 499      *Upper-division courses, Traditional program*  
500 - 699      *Graduate level courses, Traditional program*

### *PGS Courses (Taught in PGS cohort rotations)*

90A - 99A      *Developmental courses, PGS program*  
100A - 299A      *Lower-division courses, PGS program*  
300A - 499A      *Upper-division courses, PGS program*  
500A - 699A      *Graduate level courses, PGS program*

<b>CM 570</b>	<b>Graduate Integrative Experience in Christian Ministries</b>	<b>1-3 credits</b>	<b>As Needed</b>
An integrative internship experience in a local church or church agency, in which the student will be expected to express the Biblical, theological, and pastoral insights gained at Warner Pacific in relevant and practical ways. With departmental supervision, the intern will write their emerging approach to Christian ministry.			
<b>CM 571</b>	<b>Master Thesis or Project</b>	<b>3 credits</b>	<b>As Needed</b>
The Master of Religion student may elect one of the following options: 1) a formal researched thesis; or 2) a religious or ministry project that offers the student a significant educational experience. The course will be individually tailored for the student in consultation with the Director of the M.Rel. program and the student's thesis advisor. Any project must be reasonably equivalent in workload to the formal research thesis. If the student is unable to complete the course within one semester, an "In Progress" contract will be developed and the student must register for CM 572 the following semester. The thesis or project will be graded on a Pass/No Pass basis.			
<b>CM 572</b>	<b>Master Thesis Extension</b>	<b>1 credit</b>	<b>As Needed</b>
This course is designed to offer the Master of Religion student an extension to complete the thesis project initiated in CM 571, with only minimal faculty guidance. Students who have received an "In Progress" in CM 571 must register for this course to remain in the M.Rel. program. Students must continue the extension sequence until successful completion of the thesis or project (CM 571). These courses are eligible for an "In Progress" contract; however, the student must register for the next extension the following semester. On successful completion of CM 571, all courses listed as "In Progress" will revert to "Pass". If the student is unsuccessful in defending their thesis, the policy for "In Progress" will be invoked for all CM 571 and CM 572 courses one year after the last CM 572 course is listed as "In Progress." May be repeated a total of five times.			

## COMPUTERS

<b>CMPT 100/ 100A</b>	<b>Computer/Information Literacy</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
This entry level computer course provides a basic understanding of and proficiency in Microsoft Office. In addition, students demonstrate basic working knowledge of personal computer devices and the Windows operating system. Students also investigate online research methods, browser usage, and the impact of current and emerging technology on our society and culture.			
<b>CMPT 155</b>	<b>Introduction to Electronics &amp; Programming</b>	<b>3 credits</b>	<b>As Needed</b>
Introduction to electronic programing. Students will learn basic principles of electric circuits and computer programming, and will write a simple program to control an electronic device using a mini-processor. Prerequisite: MA 95 or equivalent.			

## COMMUNICATIONS

<b>COMM 200/ 200A</b>	<b>Interpersonal Communications</b>	<b>2 credits</b>	<b>Fall, Spring/ PGS</b>
This course will focus on methods for improving speaking, listening, and conflict management skills in personal and professional relationships. The class begins with a self-assessment of personal communication patterns and provides options and exercises for enhancing interpersonal competence.			
<b>COMM 220</b>	<b>Public Speaking</b>	<b>3 credits</b>	<b>Spring</b>
Examination of the art of rhetoric with emphasis on ethics of public speaking, types of speeches, organization, language, and delivery. Through study and practice of methods for writing and speaking effectively, students can improve their listening, reading, writing, analytical, critical thinking, and communication skills.			
<b>COMM 230</b>	<b>Intercultural Communication</b>	<b>3 credits</b>	<b>As Needed</b>
Students will be introduced to the process of communication between and among individuals from different cultures or subcultures. They will learn the dynamic elements of intercultural communication in order to understand their own and others' cultures more effectively and thereby become more effective and ethical communicators.			
<b>COMM 250</b>	<b>Introduction to Digital Media</b>	<b>3 credits</b>	<b>Fall</b>
Students will receive a general introduction to the different forms of digital media including text, graphics, photographs, sound, motion, and video. Students will learn how these different media types integrate with one another as well as with social media, websites, and different software applications. Students will learn how technical considerations, aesthetics, storytelling, and culture affect the perception and communication through digital media. Additional fees required.			
<b>COMM 255</b>	<b>Introduction to Audio Recording</b>	<b>2 credits</b>	<b>Fall</b>
Study of and experience in basic skills related to the art of recording sound.			
<b>COMM 261</b>	<b>Organizational Writing and Presentations</b>	<b>3 credits</b>	<b>Fall</b>
See BUS 261.			
<b>COMM 265</b>	<b>Introduction to Web Design</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
Students will learn how to design for web and mobile platforms through an understanding of user experience, user interface design, accessibility, content strategy, design systems, cross-browser implementation, and technical tools. Students will be introduced to prototyping and design software (Adobe XD CC) and how it guides the modern front-end development process (HTML, CSS, JavaScript). Students will learn the difference between common project management methodologies including waterfall and agile.			
<b>COMM 266</b>	<b>Web Design and Implementation</b>	<b>3 credits</b>	<b>Spring- Even Years</b>
Building upon the tools, technologies, and techniques learned in COMM 265: Intro to Web Design, students will go deeper in front-end web development tools, learn back-end web technologies, and work as teams to create a website project for a community-based project. Prerequisite: COMM 265 or instructor consent.			

- COMM 300      Communication Theory: Models and Messages      3 credits      Fall- Even Years**  
An overview of communication theories—the ethnography of communication, classical and modern rhetorical theory, and theories of how we make meaning, drawn from social psychology. Each class may also choose a set of applications for these theories appropriate to student interests—applications in cross-cultural communication, mass media, professional/organizational communication, etc. Prerequisites: EN 111+112 and six credits of additional courses listed in the Communications Minor.
- COMM 310      Writing Across Media      3 credits      Fall- Even Years**  
Students will learn how to write effectively for a variety of communications platforms including print, verbal broadcasts (such as scripting for videos and podcasts) and digital spaces that intersect with print and script. Students will engage in exercises that will help build a solid understanding of how a variety of media introduce opportunities for dynamic storytelling and multi-directional communication. Students will not only create content, but will also learn best practices for becoming careful, creative managers of that content. Prerequisite: EN 111+112.
- COMM 312      Design Thinking and Entrepreneurship      3 credits      Fall- Even Years**  
*Also listed as CM 312.* In this course, students will learn basic frameworks, skills, and tools of design thinking and entrepreneurship. This includes working collaboratively, empathetic listening, defining questions and problems, ideating for solutions, creating prototypes, testing with community groups, communicating via pitches and other forms, and the processes of observation and reflection. Throughout the course, students will also reflect on the role of faith communities in the collaborative creation of sustainable and equitable change.
- COMM 360      Video Production and Editing      3 credits      Fall- Even Years**  
Students will learn the process of producing video and the technology utilized in every step from concept to completion. Students will learn to tell stories and understand the different production considerations for experimental, narrative, and documentary films. Students will learn to communicate their vision as individual creators and as teams. Additional fees required.
- COMM 380      Motion Graphics and Animation      3 credits      Fall- Even Years**  
Students will learn how to tell stories and present information with animation and motion design principles. Students will learn the different forms of animation (hand-drawn, stop motion, 2D-motion graphics, 3D animation, and web-based animation with CSS), the software used to produce animation, and how animation informs the types of stories told. Students will understand the different sub-elements of animation including color, typography, and design. Additional fees required.
- COMM 381      Social Media and Analytics      3 credits      Spring- Odd Years**  
This course will provide students with an understanding of social media, marketing plans, and social media analytics. Students will study social media strategies to build client profiles on the top social networks. They will engage with audiences and communities and utilize analytical tools to track success. Finally, they will practice communicating strategy and recommendations based on their analytic tools in written and oral form.
- COMM 385      Introduction to Critical Strategies      3 credits      As Needed**  
*Also listed as EN 385.* This introductory course acquaints students with critical lenses through which we perceive various “texts” in our world. Students will learn about critical approaches used prior to the post-modern movement, but the majority of the class time will be spent applying critical strategies promoted within the last fifty years to films and texts—both literary and non-literary. The strategies are broken into three main categories: emphasis on the text, emphasis on the source, and emphasis on the receiver. Prerequisite: EN 111+112.
- COMM 390      Visual Communication      3 credits      Spring- Even Years**  
This course begins by introducing basic principles of perception and visual interpretation, then moves into study of the dependent processes of visual communication and rhetoric in media and film studies, cultural studies, art, literature, electronic media, and the public spectacle. Some study will also be dedicated to the design of visual form and visual communication both in traditional and electronic formats. Prerequisites: EN 111+112, two COMM courses.
- COMM 400      Digital Media Capstone      2 credits      As Needed**  
Students create a digital portfolio consisting of at least three digital media forms. They apply knowledge and skills obtained in the major to design a significant project in a collaborative environment. At the end of the semester, they make a formal oral and visual presentation of their project to an audience of faculty, peers, and professionals. Prerequisite: At least two upper-division Digital Media and Communications courses.
- COMM 450      Communication Ethics      3 credits      As Needed**  
*Also listed as EN 450.* This course emphasizes the philosophical roots of theories for reading texts from an ethical perspective, and applies those theories to the issues raised in media communications today. Students will read primary texts of literary critical theory and ethical theory and apply those readings to literary texts. The course also treats issues involved in the ethics of journalistic writing. Grounded in the critical and ethical theory, students will explore questions media professionals confront when writing for publication, such as: What does freedom of the press mean? What is the fourth estate? What constitutes “news” and, once that definition is agreed on, is it ever ethical to withhold news from the public? Students will confront these questions through comprehensive reading, case studies, their own writing, and the sharing of their thoughts through discussion. Prerequisite: Two lower or one upper-division communication classes.

**Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

**PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

**COMM 490 Digital Media Internship 3 credits As Needed**  
 Student works and learns under supervision in an approved internship with an agency, program, or institution. Application and integration of interdisciplinary knowledge, theory, and understanding. Prerequisites: Junior class standing, 2.8 GPA, consent of instructor and Division Dean. Pass/No Pass grade. (Generally, students need to plan schedules so as to spend a concentrated amount of time [at least six hours/week, preferably 10-15 weeks] in a semester or summer placement. [45 hours of consultation, travel, and internship activities = one credit.]). Must be prearranged one term in advance of placement.

## ECONOMICS

**EC 203 Economics 3 credits Fall, Spring**  
 If economics is the study of scarcity; then one must know how to properly allocate scarce resources. In this course students will explore Microeconomics how individuals, households, and firms make allocation decisions associated with these resources. The student will also learn about Macroeconomics and the philosophical reasons for choosing the above allocations. In this course we will study supply and demand, equilibrium, as well as many other economic theories. Prerequisite or corequisite: EN 111.

## EDUCATION

**ED 240/ 240A Integrating Educational Technology in the Classroom 3 credits Spring/ PGS**  
 This course addresses the application of learning technologies in the K-12 classroom, focusing on new media and technology to foster creative and divergent thinking. Emphasis will be on the incorporation of technologies in the teaching and learning process.

**ED 250/ 250A Introduction to Education with Practicum (30 hours) 2 credits Spring/ PGS**  
 Taken prior to admission into the Teacher Education Program, this course explores teaching as a career choice and includes an examination of the historical, theoretical, philosophical, and sociological foundations of education. It includes current issues, practices, roles of school personnel, and federal and state laws related to education. A concurrent 30-hour practicum is required.

**ED 260/ 260A Human Development & Learning Theory Implications for P-12 4 credits Fall/ PGS**  
 The course is an integrated approach to foundational work in learning theory and human development and their application in educational settings. The course approaches the study of the mental, physical, emotional, interpersonal, and spiritual development of a person from birth to death. Understanding and addressing learner similarities and differences is a recurrent issue throughout this course. Classical and contemporary theories of learning and instruction shall be applied to a variety of classroom situations. Self-concept, cognitive and affective potential, lesson planning, and learning hierarchies shall be addressed. While issues across the life span will be addressed, the school-age years (early childhood, elementary, middle school, and high school) will be emphasized.

**ED 281/ 281A Curriculum Planning and the Role of the Teacher 3 credits Fall/ PGS**  
 This is a course that assists students in writing and developing lesson plans and designing individualized and group curricula through application of developmentally appropriate practices for standards based learning in the early childhood and elementary classroom. This course is required for Teacher Education program admission. Prerequisite: Sophomore class standing or consent of the instructor.

**ED 305 Independent Study 1-3 credits As Needed**  
 Independent Study involves original research and writing in an area agreed upon by the professor and the student. Consent of the instructor and Junior class standing is required for Independent Study in education.

**ED 334/ 334A Teacher as Manager with Practicum (30 hours) 2 credits Fall/ PGS**  
 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 341/ 341A Literature for Children 3 credits Fall/ PGS**  
*Also listed as EN 341, EN 341A.* This course is an introduction to literature for children. It is designed to develop an understanding of genre, literacy characteristics, evaluation techniques, and selection guidelines for literature. Prerequisites: EN 111+112, or EN 111A+112A, Sophomore class standing.

**ED 343 Literature for Adolescents and Young Adults 3 credits Fall**  
*Also listed as EN 343.* This course is an introduction to literature for adolescents and young adults. It is designed to develop an understanding of genre, literacy characteristics, evaluation techniques, and selection guidelines for literature. Prerequisites: EN 111+112, Sophomore class standing.

**ED 353/ 353A Cultural Diversity 3 credits Spring/ PGS**  
*Also listed as SS 353A.* This course will assist the pre-service teacher in preparation of a culturally mediated learning environment. The course content will facilitate learning in a culturally responsive classroom through experiences in valuing a climate of inclusion, engaging in cultural self-reflection, facilitating the dynamics of difference, acquiring cultural knowledge, adapting to the diversity and the cultural contexts of the students, families, and communities served, and supporting actions which foster equity of opportunity. Prerequisite: Sophomore class standing.

**ED 370/ 370A Art and Music Methods in the Classroom 2 credits Spring/ PGS**  
 This is a survey course that will investigate the curriculum and instruction of art and music in the K-8 Classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content appropriate for art and music, time management, technology, state and national standards. Prerequisites: Sophomore class standing and Education major declaration.

- ED 371/ 371A      Physical Education Methods in the Classroom      2 credits      Spring/ PGS**  
This is a seminar and laboratory course that offers basic content, methods, and materials for teaching health and physical education. The focus will include developmentally appropriate practices at the early childhood and elementary levels. Students will learn to assess, plan and implement activities for learner centered classrooms. Prerequisites: Sophomore class standing and Education major declaration. Prerequisite: EN 111+112 or EN 111A+112A.
- ED 372/ 372A      Literacy Methods in the Classroom with Practicum (50 hours)      4 credits      Fall/ PGS**  
This course with practicum prepares students to develop reading and language arts skill, including speaking, listening and writing for age three through grade eight. It includes an emphasis on reading readiness, emergent literacy, assessment, methods, materials, recent research, and theoretical sound practices for improvement and instruction of reading and language arts skills. Students are responsible for fees associated with licensure including ORELA and any additional licensure assessment fees required by TSPC. Prerequisites: ED 260 or ED 260A, ED 281 or ED 281A, and admission to the Teacher Education program.
- ED 373/ 373A      Math Methods in the Classroom      2 credits      Spring/ PGS**  
This course will enable students to master developmentally appropriate, differentiated teaching techniques with the PK-8 mathematics curriculum and to correlate lessons to the national and the Common Core State Standards. Attention is also focused on the process of developing a Mathematical Mindset. This course meets requirements for ECE/ELE licensure authorizations. Prerequisites: ED 260 or ED 260A, ED 281 or ED 281A, and admission to the Teacher Education program.
- ED 374/ 374A      Science Methods in the Classroom      2 credits      Spring/ PGS**  
This course will enable students to master developmentally appropriate, differentiated teaching techniques in the PK-8 science curriculum and to correlate lessons to the national and the Common Core State Standards. Prerequisites: ED 260 or ED 260A, ED 281 or ED 281A, and admission to the Teacher Education program.
- ED 375/ 375A      Social Studies Methods in the Classroom      2 credits      Spring/ PGS**  
This course is an introduction to curriculum development, standards, learning outcomes, materials, resources, instructional strategies, and assessments for PK-8 social studies instruction. An emphasis is placed on concept development through scope and sequence planning and integration with other content areas. Prerequisites: ED 260 or ED 260A, ED 281 or ED 281A, and admission to the Teacher Education program.
- ED 376/ 376A      ESOL Methods in the Classroom      2 credits      Fall/ PGS**  
This course examines current curriculum models, materials, teaching approaches, assessment techniques, and cultural factors that maximize the academic achievement of English language learners. It emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. Prerequisites: ED 260 or ED 260A, ED 281 or ED 281A, and admission to the Teacher Education program.
- ED 405      Independent Study      1-3 credits      As Needed**  
Independent Study involves original research and writing in an area agreed upon by the professor and the student. Consent of the instructor and Junior class standing is required for Independent Study in education.
- ED 481/ 481A      Professional Development Seminar      2 credits      Fall, Spring/ PGS**  
The course supports the pre-service teacher in learning and refining professional expertise while student teaching. Course content includes the role of the teacher as a member of a learning community, classroom management, professional responsibilities, presentation, accountabilities, and commitment to lifelong learning and professional development. This course is taken in conjunction with ED 495 Student Teaching II in the final semester of the student's program. Prerequisite: Full admission to the Teacher Education program, ED 250 or 250A, ED 281 or 281A, ED 334 or 334A, ED 491 or 491A.
- ED 489      Administration and Implementation of Reading Programs      3 credits      As Needed**  
This course is required for a reading interventionist endorsement. Knowledge of the administration and implementation of classroom and school-wide reading is included. Emphasis will include theory of instruction; materials for the reading curriculum; environments of reading instruction; personnel; evaluation of students and the program; and prevention, correction and remediation of reading difficulties. A major emphasis is upon research and current trends and practices. This course is taken in conjunction with a 100-hour practicum (ED 493). Prerequisites: ED 281 and ED 372, or consent of instructor.
- ED 491/ 491A      Student Teaching I (100 hours)      2 credits      Fall, Spring/ PGS**  
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 492      Endorsement Practicum      2 credits      As Needed**  
This practicum experience meets requirements for demonstration of authorization and content competence in an endorsement. Offered on a Pass/No Pass basis. Prerequisite: Admission to the Teacher Education Program. Additional fees required.

**Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

**PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>ED 493</b>	<b>Practicum for ED 489 (100 hours)</b>	<b>2 credits</b>	<b>As Needed</b>
This practicum experience meets requirements for demonstration of authorization and content competence in the reading interventionist endorsement. It is taken concurrently with ED 489 Administration and Implementation of Reading Programs. The practicum will include observation, interviewing and participation in several existing public school reading programs. Offered on a Pass/No Pass basis. Additional fees required.			
<b>ED 495/ 495A</b>	<b>Student Teaching II</b>	<b>14 credits</b>	<b>Fall, Spring/ PGS</b>
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 TSPP. Prerequisites: ED 491 or ED 491A and full admission to the Teacher Education Program.			
<b>ED 510A</b>	<b>Teaching to Diversity in Today's Classroom</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 515(U), ED 515A</b>	<b>Classroom Management with Practicum (30 hours)</b>	<b>2 credits</b>	<b>Spring/ PGS</b>
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. Prerequisite for ED 515(U): Intention to pursue the MAT 4.5 degree and department consent.			
<b>ED 535(U), ED 535A</b>	<b>Curriculum Planning and Instruction with Practicum (50 hours)</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
This course engages students in the design, development and presentation of effective learning experiences in the classroom. Students will learn and practice research-based, differentiated curriculum design, strategies for instruction, and assessment of learning. Attention is given to Oregon standards and curriculum. Prerequisite for ED 535(U): Intention to pursue the MAT 4.5 degree and department consent.			
<b>ED 540A</b>	<b>Utilizing Instructional Media</b>	<b>3 credits</b>	<b>PGS</b>
This course addresses new media and technology that may be incorporated in the K-12 classroom to enhance instruction. Opportunities are provided in the operation of instructional hardware, materials, devices, software, web applications, and strategies.			
<b>ED 551A</b>	<b>Foundations of Education</b>	<b>1 credit</b>	<b>PGS</b>
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.			
<b>ED 555A</b>	<b>Urban Education and Diverse/Exceptional Learners</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 560A</b>	<b>Research for Teachers</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 564A</b>	<b>Ethics in Education</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 571A</b>	<b>Art/PE/Music Methods in the PK-8 Classroom</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 572A</b>	<b>Teaching Math and Science Methods in the PK-8 Classroom</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 573A</b>	<b>ESOL and Literacy Instruction Methods for Classroom Teachers</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 574A</b>	<b>Teaching Literacy &amp; Social Studies Methods in the PK-8 Classroom</b>	<b>3 credits</b>	<b>PGS</b>
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.			

<b>ED 575A</b>	<b>Literacy Methods in the Content Area</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 576A</b>	<b>Instructional Methods for the Middle and High School</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 577A</b>	<b>Educational Trends in Middle and High School</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 592A</b>	<b>Reading/Literacy Practicum</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 595AA</b>	<b>Capstone Experience</b>	<b>1 credit</b>	<b>PGS</b>
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. (M.Ed.) Candidates design and conduct a classroom, school or community-based research project written in formal academic style. The project is completed independently in consultation with an advising professor. ED 595AA Capstone Seminar is provided as credit for the work to be done conducting research and in writing the capstone project. This course is evaluated as Pass/No Pass and has no class meetings.			
<b>ED 595BA</b>	<b>Capstone Experience</b>	<b>1 credit</b>	<b>PGS</b>
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. (M.Ed.) Candidates design and conduct a classroom, school or community-based research project written in formal academic style. The project is completed independently in consultation with an advising professor. ED 595BA Capstone Seminar is provided as credit for the work to be done conducting research and in writing the capstone project. This course is evaluated as Pass/No Pass and has no class meetings. However, candidates will be expected to be present for the final presentation whether in person or online.			
<b>ED 596A</b>	<b>Assessment and Evaluation</b>	<b>3 credits</b>	<b>PGS</b>
This course presents a variety of methods for assessing and evaluating student academic performance. During this course the learner will develop attitudes and skills necessary to provide culturally responsive assessment experiences that yield accurate, usable information for students, parents, and other stakeholders. 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 continuously evaluate data results to guide instruction.			
<b>ED 620A</b>	<b>Principles of Reading Assessment, Diagnosis, and Intervention</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 621A</b>	<b>Assessment Practices for English Language Learners</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 631A</b>	<b>Cross Cultural Foundations</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 651A</b>	<b>Best Practices in Literacy Instruction and Curriculum</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 652A</b>	<b>Curriculum and Instruction for English Language Learners</b>	<b>3 credits</b>	<b>PGS</b>
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.			

**Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

**PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>ED 660A</b>	<b>Research Design</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 661A</b>	<b>Educational Research</b>	<b>3 credits</b>	<b>PGS</b>
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 P-12 learner. Students will develop and plan an action research project that aims to benefit the teacher candidate experience, positively impact the P-12 student/school experience, and innovate or contribute to the field of education.			
<b>ED 670A</b>	<b>Foundations of Language and Literacy</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 671A</b>	<b>Literacy Instruction for Special Needs Students</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 672A</b>	<b>Linguistics for ESOL Educators</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ED 676A</b>	<b>Literacy Instruction for ELL Students</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 688A</b>	<b>Leadership in ESOL Programs and Models</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 689A</b>	<b>Leadership in Literacy Programs</b>	<b>2 credits</b>	<b>PGS</b>
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.			
<b>ED 690A</b>	<b>Student Teaching I with Seminar</b>	<b>3 credits</b>	<b>PGS</b>
Student teaching is a clinical experience in a supervised setting. The learner must be in the P-12 classroom the majority of the time. School district, classroom assignments, and supervision will be coordinated by the Education Department. This course requires the development and completion of a national teacher assessment, the edTPA. The seminar will meet weekly to debrief P-12 classroom experiences, receive professional development, discuss problems of practice while out in the field, and help with the development of the edTPA. Students must have completed all other MAT coursework with a cumulative GPA of at least 3.0 and earn passing ORELA scores before Student Teaching. Offered on a Pass/No Pass basis.			
<b>ED 691A</b>	<b>Student Teaching IIa with Seminar</b>	<b>3 credits</b>	<b>PGS</b>
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. Prerequisite: ED 690 or ED 690A.			
<b>ED 692A</b>	<b>Student Teaching IIb with Seminar</b>	<b>4 credits</b>	<b>PGS</b>
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. Prerequisite: ED 691 or ED 691A.			
<b>ED 693A</b>	<b>ESOL Practicum</b>	<b>2 credits</b>	<b>PGS</b>
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			

## EDUCATIONAL PSYCHOLOGY

### EDPSY 360/ 360A Exceptional Learners

3 credits

Fall/ PGS

This course provides an overview of issues, characteristics, and definitions of special needs children and those with physical limitations. This course examines the role of the classroom teacher in meeting legal responsibilities, planning instruction, providing services, developing community relations, and utilizing resources. Prerequisites: ED 281 or ED 281A, Sophomore class standing.

### EDPSY 395/ 395A Observation, Assessment and Evaluation

3 credits

Fall/PGS

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.

## ENGLISH LANGUAGE ARTS

### EN 111 Composition and Research I (Integrated Didactic & Lab) 4 credits

Fall

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. Requires a grade of "C-" or better to pass.

### EN 111A Composition and Research I (Didactic Only) 3 credits

PGS

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. Requires a grade of "C-" or better to pass.

### EN 112 Composition and Research II (Integrated Didactic & Lab) 4 credits

Spring

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. Requires a grade of "C-" or better to pass.

### EN 112A Composition and Research II (Didactic Only) 3 credits

PGS

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. Requires a grade of "C-" or better to pass.

### EN 113A Composition Lab I 1 credit

PGS

Intensive practice in grammar and mechanics. The course emphasizes lessons and practice that are designed to improve writing skills related to grammar and mechanics. Weekly lessons, practice, and assessments work towards the development of these writing skills.

### EN 114A Composition Lab II 1 credit

PGS

Advanced intensive practice in grammar and mechanics. The course emphasizes lessons and practice that are designed to improve writing skills related to grammar and mechanics. Weekly lessons, practice, and assessments work towards the development of these writing skills.

### EN 120/ 120A Introduction to Literature 3 credits

PGS

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

### EN 150, EN 350 Creative Writing: Poetry and Fiction 3 credits

Spring- Even Years

Principles and strategies of creative writing techniques in the genres of poetry and fiction. Students will become acquainted with local and national writing and publishing resources. For the final project, students will work in one genre (poetry or fiction,) to complete a manuscript for submission to Warner Pacific's art and literary journal, *Rocinante*. Repeatable to a total of six semester credits. Prerequisite: EN 111+112. 300 level option is available by consent of instructor and requires completion of a major project.

### EN 151, EN 351 Creative Writing: Creative Nonfiction 3 credits

Fall- Even Years

A workshop approach to the writing of nonfiction articles and other nonfiction forms for periodical magazines. Students will write to foster inquiry into topical issues, writing about lives, places, events, and ideas, whether scientific, ethical/philosophical, or historical. Reading and discussion of models; practice in finding ideas, using storytelling and creative writing techniques, gathering materials, incorporating research, and revising. Repeatable to a total of six semester credits. Prerequisite: EN 111+112. 300 level option is available by consent of instructor and requires completion of a major project.

### EN 215, EN 315 Global Literature 3 credits

Spring

This introductory course acquaints students with films, fiction, and other literary modes of selected areas of the world. Texts (translated into or written in English) are chosen in consideration of: nations and cultures of forthcoming WPU-sponsored mission trips, cultures and countries with which Business students might anticipate interaction, and cultures, languages and ethnicities represented by populations in schools and communities which Teacher Education students might encounter. The course meets the TSPC requirements for multi-cultural awareness. Prerequisite: EN 111+112; may be taken concurrently. 300 level option is available by consent of instructor and requires completion of a major project.

#### Traditional Courses (Taught Fall and/or Spring, as indicated)

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

#### PGS Courses (Taught in PGS cohort rotations)

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>EN 245, EN 345</b>	<b>Urban Literature</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
This introductory literature course is an exploration of the city in fiction, poetry, and essay. It focuses primarily on American literature, on both the majority and minority experience of the city, including Hispanic, African American, Asian American, and Native American literature, though some non-American pieces will offer contrasts. Themes of community, isolation, diversity, utopia, and dystopia will be examined in print and film. What is and is not “the city” in its modern American conceptualization? The modern metropolis, its complex representations, and its diverse cultures will be of special interest to Business, Social Science, and Education students. The course meets the TSPC requirements for multi-cultural awareness. Prerequisite: EN 111+112; may be taken concurrently. 300 level by consent of instructor and requires completion of a major project. .			
<b>EN 250/ 349</b>	<b>Understanding Film and Its Forms</b>	<b>3 credits</b>	<b>Fall</b>
Introduces students to the historical, technical and aesthetic development of film, with special emphasis on examining the mythology underlying various genre, and learning how to determine a film’s thematic statements in light of its worldview. 300 level option is available by consent of instructor and requires completion of a major project.			
<b>EN 305</b>	<b>Special Topics</b>	<b>2-4 credits</b>	<b>As Needed</b>
An independent study in literature or composition in aspects of English studies not otherwise available in scheduled courses. Prerequisite: Consent of instructor and Division Dean.			
<b>EN 315</b>	<b>Global Literature</b>	<b>3 credits</b>	<b>Spring</b>
See EN 215.			
<b>EN 325</b>	<b>Rogues and Rebels: Survey of Literatures in English 1600 to 1815</b>	<b>3 credits</b>	<b>As Needed</b>
This course surveys literature in English predominantly of the British and North American traditions from Old English epic to 1800. Emphasis is placed on the relational nature of texts representing both British and North American traditions resulting in awareness of transatlantic influences of both literary and contextual readings. In addition, the course acquaints students with rudimentary tools of literary scholarship including awareness of textual and historical scholarship and interdisciplinary and intercultural influences. Prerequisite: One literature course.			
<b>EN 326</b>	<b>Romantics and Realists: Survey of Literatures in English 1815 to Present</b>	<b>3 credits</b>	<b>As Needed</b>
This course surveys literature in English predominantly of the British and North American traditions from 1800 to the present. Emphasis is placed on the relational nature of texts representing both British and North American traditions resulting in awareness of transatlantic influences of both literary and contextual readings. In addition, the course acquaints students with rudimentary tools of literary scholarship including awareness of textual and historical scholarship and interdisciplinary and intercultural influences. Prerequisite: one literature course.			
<b>EN 335</b>	<b>Epic Literature and Mythology</b>	<b>3 credits</b>	<b>As Needed</b>
A study of the imaginative tales of the Greeks and Romans (selections from <i>Metamorphoses</i> , <i>the Oedipus Cycle</i> , <i>The Iliad</i> , <i>The Odyssey</i> , and other works) and the uses of that mythology in Western literature. Students will read Greek and Roman versions of ancient myths and trace the transformation and interpretation of those myths in various texts—plays by Shakespeare and other dramatists, as well as modern novels and poetry. Prerequisite: one literature course.			
<b>EN 336</b>	<b>Sagas, Saints and Sonnets: Survey of Literatures in English 700 to 1600</b>	<b>3 credits</b>	<b>As Needed</b>
This course surveys literature in English predominantly of the British tradition from Old English epic through the 16th century. Emphasis is placed on the development of genres, appreciation of the unique qualities of these early texts and on the historical, cultural, theological and aesthetic milieu of the periods within the 7th to 16th –century time span. In addition, the course acquaints students with rudimentary tools of literary scholarship including awareness of textual and historical scholarship and interdisciplinary and intercultural influences. Prerequisite: one literature course. .			
<b>EN 341/ EN 341A</b>	<b>Literature for Children</b>	<b>3 credits</b>	<b>Fall</b>
See ED 341, ED 341A.			
<b>EN 343</b>	<b>Literature for Adolescents and Young Adults</b>	<b>3 credits</b>	<b>Fall</b>
See ED 343.			
<b>EN 345</b>	<b>Urban Literature</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
See EN 245.			
<b>EN 349</b>	<b>Understanding Film and Its Forms</b>	<b>3 credits</b>	<b>Fall</b>
See EN 250.			
<b>EN 350</b>	<b>Creative Writing: Poetry and Fiction</b>	<b>3 credits</b>	<b>Spring- Even Years</b>
See EN 150			
<b>EN 351</b>	<b>Creative Writing: Creative Nonfiction</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
See EN 151			
<b>EN 360</b>	<b>Shakespeare</b>	<b>3 credits</b>	<b>Spring- Even Years</b>
An in-depth study of selected sonnets and major plays, including comedy, history, and tragedy. Required of English Language Arts majors. Prerequisite: one literature course or consent of instructor.			
<b>EN 370</b>	<b>Nature and Structure of the English Language</b>	<b>3 credits</b>	<b>As Needed</b>
A general introduction to the principles of modern language study, including modern linguistic criteria and methodology. Special emphasis on the study of English structure and modern grammars. Required of English Language Arts majors. Prerequisites: Sophomore class standing, EN 111+112.			
<b>EN 385</b>	<b>Introduction to Critical Strategies</b>	<b>3 credits</b>	<b>As Needed</b>
See COMM 385.			

<b>EN 405</b>	<b>Special Topics</b>	<b>2-4 credits</b>	<b>As Needed</b>
An independent study in literature or composition in aspects of English studies not otherwise available in scheduled courses. Prerequisite: Consent of instructor and Division Dean.			
<b>EN 450</b>	<b>Communication Ethics</b>	<b>3 credits</b>	<b>As Needed</b>
See COMM 450.			
<b>EN 495</b>	<b>Senior Research</b>	<b>3 credits</b>	<b>As Needed</b>
Senior English majors will learn advanced research methods, and prepare a scholarly research paper on a text on which they have done extensive scholarly research and critical study. Students will learn advanced research methods via research activities/worksheets and formal writing. Students will pursue research through the following modules: 1. Identify and read closely a particular text to be the focus of research; 2. Complete a series of research activities about the research topic; 3. Compile an extensive bibliography and review of secondary literature; 4. Write a letter of submission to The Explicator or comparable scholarly venue; 5. Submit a completed 6 - 10-page document that complies to standards for publication submission.			

## ENVIRONMENTAL SCIENCE

<b>ENV 100A</b>	<b>Environmental Studies</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>ENV 105</b>	<b>Introduction to Environmental Science</b>	<b>4 credits</b>	<b>Fall- Even Years</b>
A general introduction to the basic concepts of physics, inorganic and organic chemistry, and ecology. These are analyzed with respect to the environment that surrounds human society and its activities. The developments of new chemical products, old and new sources of energy are also discussed as an important aspect of socio-economic well-being of humanity. Lecture and laboratory. Lab fee required.			
<b>ENV 450</b>	<b>Urban Resources and Sustainability</b>	<b>3 credits</b>	<b>As Needed</b>
This is a senior seminar on how to create the “green city” through sustainable urban development that moves cities from centers of excess and waste to models of environmental stewardship. Successful models of 21st century urban planning for alternate forms of energy development will be examined for urban socio-environmental change. Prerequisite: Junior class standing.			

## FINE ARTS

<b>FA 200/ 200A</b>	<b>Introduction to the Arts</b>	<b>3 credits</b>	<b>PGS</b>
Designed to introduce the student to the visual and spatial arts, theater, music and architecture by considering subjects, functions, mediums, means of organization, elements and styles of each. Also enables the student to understand the basic assumptions about the arts and to encourage the student to arrive at and communicate their own artistic judgments based on study, familiarity and experience.			
<b>FA 235</b>	<b>The City and the Arts</b>	<b>3 credits</b>	<b>As Needed</b>
<i>Also listed as URB 235.</i> In what way is the city “a theater of social action”, as Lewis Mumford declared it to be? This course examines the role of the arts and cultural expression in the development of urban culture. Students will explore the role of formal and informal theater, music, dance, including mime in the shaping of the city, with the City of Portland as a case study. Prerequisite: URB 140. Additional fees required.			
<b>FA 242</b>	<b>Global Worship through the Arts</b>	<b>3 credits</b>	<b>As Needed</b>
See MUS 242.			

## HEALTH CARE ADMINISTRATION

<b>HCA 272/ 272A</b>	<b>Cultural Competency in Health Care Organizations</b>	<b>3 credits</b>	<b>Fall- Odd Years/ PGS</b>
“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.			
<b>HCA 300/ 300A</b>	<b>Health Care Leadership</b>	<b>3 credits</b>	<b>Fall- Odd Years/ PGS</b>
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.			

### **Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

### **PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>HCA 302/ 302A</b>	<b>Principles of Patient Care</b>	<b>3 credits</b>	<b>Spring- Even Years/ PGS</b>
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.			
<b>HCA 303/ 303A</b>	<b>The Future of Health Care: Alternative Methods &amp; Public Policy</b>	<b>3 credits</b>	<b>Spring- Even Years/ PGS</b>
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.			
<b>HCA 306/ 306A</b>	<b>The Economics of Health Care and Policy</b>	<b>3 credits</b>	<b>Fall- Odd Years/ PGS</b>
Healthcare is changing, as are the rules that govern its practices at the community, state, and national level. This course is designed to delve deeper into the evolving healthcare system and its economic impact, as well as touch on the broad context of related social and political issues. The course evaluates the application of basic economic principles in the system of healthcare to appraise implementation of public policy considerations. Specifically, this course looks at the supply and demand considerations in healthcare, how elasticity is measured, the costs and benefits of healthcare decisions, as well as how to evaluate profits and loss of the healthcare industry on both the micro and the macro level. Prerequisites: BUS 107A or MA 111 or equivalent; BUS 223 or BUS 223A or equivalent.			
<b>HCA 310/ 310A</b>	<b>Healthcare Organizational Behavior and Design</b>	<b>3 credits</b>	<b>Spring- Even Years/ PGS</b>
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.			
<b>HCA 320/ 320A</b>	<b>Strategic Human Resources and Health Care</b>	<b>3 credits</b>	<b>Fall- Even Years/ PGS</b>
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.			
<b>HCA 401/ 401A</b>	<b>Decision Making and Information Systems in Health Care</b>	<b>3 credits</b>	<b>Fall- Even Years/ PGS</b>
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.			
<b>HCA 402A</b>	<b>Finance in Health Care Organizations</b>	<b>3 credits</b>	<b>PGS</b>
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. Prerequisites: BUS 107A or MA 111 or equivalent; BUS 223 or BUS 223A or equivalent.			
<b>HCA 410A</b>	<b>Quality Management in Health Care Organizations</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>HCA 411/ 411A</b>	<b>Managing the Dynamics of Health Care Organizations</b>	<b>3 credits</b>	<b>Spring- Odd Years/ PGS</b>
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.			
<b>HCA 412/ 412A</b>	<b>Health Care and Ethics</b>	<b>3 credits</b>	<b>Spring- Odd Years/ PGS</b>
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.			
<b>HCA 450A</b>	<b>Critical Issues in Health Care</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>HCA 502A</b>	<b>Information Systems in Health Care</b>	<b>3 credits</b>	<b>PGS</b>
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.			

<b>HCA 503A</b>	<b>Strategic Finance in Health Care Organizations</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>HCA 600A</b>	<b>Public Policy and Ethics in Health Care</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>HCA 608A</b>	<b>Strategic Quality Management in Health Care</b>	<b>3 credits</b>	<b>PGS</b>
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.			

## HUMAN DEVELOPMENT

<b>HD 311</b>	<b>Prenatal through Early Childhood Development</b>	<b>3 credits</b>	<b>Fall</b>
A study of human development from conception through early childhood utilizing developmental theories and current research in assessing children's cognitive, social, emotional, physical and spiritual domains and socio-cultural contexts. Attention is given to developmentally appropriate practices for parents and teachers. Prerequisites: PSY 140, EN 111.			
<b>HD 312</b>	<b>Mid-Child through Adolescent Development</b>	<b>3 credits</b>	<b>Fall</b>
A study of physical, cognitive, social, emotional, and spiritual development of school age children through adolescence utilizing current research and developmental theories. Attention is given to cross-cultural and sub-cultural variations in home situations, parenting styles, and peer groups in enhancing social competence and morality. Prerequisites: PSY 140, EN 111.			
<b>HD 313</b>	<b>Adult Development, Aging and Dying</b>	<b>3 credits</b>	<b>Spring</b>
A study of the physical, mental, social, emotional, and spiritual adjustments of healthy adult life from young adulthood through the retirement years. Attention will be given to the variations in self-expectations rising from physical aging, continuing socialization, and environmental change. Anticipation of retirement, loss of friends and loved ones, changing roles in the family, workplace, and in social life will be discussed. Also explored will be issues of transition, loss, death, and dying. Prerequisites: PSY 140, EN 111.			
<b>HD 314</b>	<b>Parenting Through the Life Cycle</b>	<b>3 credits</b>	<b>Spring</b>
This course is a participatory learning experience for parents, those planning on being parents, and those who will teach parents to understand and gain the needed skills and responsibilities of being a parent. Students will learn, through a number of sources and projects, about parenting through the life span, various parent education strategies, and parenting dynamics in a diverse culture and with various family types and issues. Prerequisites: Sophomore class standing. Prerequisites: PSY 140, EN 111.			
<b>HD 320/ HD 320A</b>	<b>Human Sexualities</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
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. Prerequisites (HD 320): Sophomore class standing, EN 111, and PSY 140.			
<b>HD 330/ HD 330A</b>	<b>Life Span Human Development</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
<i>Also listed as SW 330, SW 330A.</i> This course analyzes theories of human behavior in the social environment from a lifespan developmental approach. The study of the mental, physical, emotional, interpersonal, and spiritual development of an individual from birth to death is explored through the life stages and transitions of infancy; childhood; adolescence; early, middle, and late adulthood; and death and dying. This course examines the complexities of human development and behavior of individuals, families, communities, groups, and organizations, as well as the interaction of the biological, psychological, and social factors that shape experiences. The course provides a broad understanding of how humans develop within the family system and within the social context. Prerequisites (HD 330): EN 111, PSY 140.			
<b>HD 480</b>	<b>Family Resource Management</b>	<b>2 credits</b>	<b>As Needed</b>
This course provides students with knowledge and experience in understanding and planning resources for both individuals and families. Emphasis will be placed on the roles of values, goals, attitudes, and decision-making in the process of managing resources and other commodities. Prerequisite: PSY 140 or SOC 140.			

### **Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

### **PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

## HEALTH

<b>HE 150</b>	<b>Personal Health and Fitness</b>	<b>2 credits</b>	<b>Fall, Spring</b>
Study of the fitness lifestyle and other major health concerns. The overall goal is that the student adopt a wellness lifestyle.			
<b>HE 151A</b>	<b>Health and Fitness for Adults</b>	<b>3 credits</b>	<b>PGS</b>
Study of the fitness lifestyle and other major health concerns. The overall goal is that the student adopts a wellness lifestyle.			
<b>HE 200</b>	<b>Medical Terminology</b>	<b>3 credits</b>	<b>As Needed</b>
This course introduces vocabulary used by a variety of medical professionals. Using prefixes, roots and suffixes, vocabulary and abbreviations related to basic anatomical, physiological, pathophysiological, medical and surgical procedural, diagnostic, and pharmaceutical terms will be taught. The medical chart, including the electronic health record, will be introduced and typical charts reflecting common conditions will be reviewed for each body system.			
<b>HE 210</b>	<b>Stress Management</b>	<b>2 credits</b>	<b>Fall- Even Years</b>
This course exposes students to a holistic approach to stress management. It treats both cognitive skills and relaxation techniques with the intention of preventing and/or alleviating the physical symptoms of stress. The learning activities of the course are both theoretical and experiential.			
<b>HE 240</b>	<b>Nutrition</b>	<b>3 credits</b>	<b>Fall</b>
Study of foods as related to health and nutritional diseases. Prerequisite: EN 111.			
<b>HE 310</b>	<b>Fitness Prescription</b>	<b>2 credits</b>	<b>Fall- Odd Years</b>
This course is designed to provide students with the knowledge, skills, and abilities in formulating exercise prescriptions and designing safe and effective exercise programming for diverse populations. This includes understanding the benefits and risks associated with physical activity, assessment of health, exercise testing and exercise prescription in preparation for managing exercise professionals in a variety of settings. Prerequisite: EN 111.			
<b>HE 330</b>	<b>Sports Nutrition</b>	<b>3 credits</b>	<b>Spring- Odd Years</b>
The purpose of this course is to provide the student with an understanding of nutrition as it pertains to training and performance of athletic activities. Within the course, students will learn basic concepts of exercise physiology and energy metabolism, as well as nutrient requirements for a variety of physical activities including endurance, strength, speed and weight management. Evaluation of dietary supplements and ergogenic aids will also be discussed as well as current controversies within the field. Prerequisite: HE 150.			
<b>HE 340</b>	<b>Current Health Issues</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
Investigation of a variety of current health issues leading the student to intelligent decisions in the purchase and use of health products and services. Prerequisite: Sophomore class standing.			
<b>HE 370</b>	<b>Essentials of Strength and Conditioning</b>	<b>3 credits</b>	<b>Spring- Even Years</b>
This course will introduce theories and principles of strength and conditioning to improve fitness, health and athletic performance. It will provide the knowledge and skills needed to create and implement safe and effective strength and conditioning workouts for different patient populations. This course will also explore basic principles of anatomy, physiology, strength training techniques, exercise modifications and current exercise trends. The course will assist students in preparation for national certification in either Certified Strength and Conditioning or Personal Training by the National Strength and Conditioning Association. Prerequisites: BIO 121 or 221, EN 112.			
<b>HE 410</b>	<b>Fitness and Chronic Disease</b>	<b>3 credits</b>	<b>Spring- Even Years</b>
Study of how physical fitness influences long-term health, especially with regards to chronic diseases common in Western culture. Physiology of conditions including obesity, diabetes, hypertension, coronary heart disease, osteoporosis, arthritis, cancer chronic lung disease, and pregnancy will be considered. The course will examine modifications to exercise necessary for individuals with these conditions, as well as how fitness routines can be used to manage these conditions. Prerequisites: BIO 121 or BIO 221, HE 310.			

## HISTORY

<b>HIS 200A</b>	<b>Introduction to History</b>	<b>3 credits</b>	<b>PGS</b>
This course is an overview of the practice of historical scholarship and how that knowledge can be applied to our understanding of the ever-changing world in the present. Rather than focusing on chronological survey over time, we will be focusing on some major thematic areas of History. The first is to understand how historical arguments function. Secondly, is to engage and analyze primary and secondary source materials, which are the lifeline of any historical inquiry. The third is how we can practically apply that knowledge to better analyze and understand our surroundings as well as contemporary social, political, and economic issues. Finally, we will be introduced to how history is conducted publicly to conserve and remember the past. We will be using material from modern US history as the “arena” for applying what we learn about the study of history.			
<b>HIS 206</b>	<b>Strangers Among Us: Immigration and the Borderlands</b>	<b>3 credits</b>	<b>As Needed</b>
A study of the situations, reasons, and lives of immigrants throughout U.S. history, culminating in a historical perspective on contemporary issues surrounding immigration. Prerequisite: EN 111.			
<b>HIS 221</b>	<b>Apartheid and Genocide in 20th-Century Africa</b>	<b>3 credits</b>	<b>As Needed</b>
A study of the conflicts, personalities, consequences, and reconciliations in the histories of Africa in the twentieth century.			
<b>HIS 222</b>	<b>Latin American Politics and Social Change</b>	<b>3 credits</b>	<b>As Needed</b>
A study of political and social change resulting from the interactions between the various peoples of Latin America and their governments from the European encounter with the Americas to the present.			

<b>HIS 223</b> A study of China's religious, political, economic, and social interactions with Europe and the United States from the time of Marco Polo to the present, with concerted attention to China's place in the world today.	<b>China and the West</b>	<b>3 credits</b>	<b>As Needed</b>
<b>HIS 260</b> See REL 260	<b>History of Religion in the United States</b>	<b>3 credits</b>	<b>As Needed</b>
<b>HIS 330</b> See REL 330.	<b>Church History I</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
<b>HIS 360</b> See REL 370.	<b>Church History II</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
<b>HIS 370</b> <i>Also listed as URB 370.</i> Traces the evolution of urban centers from the colonial period to the present. Focuses on the developing systems of cities, on growth within cities, and on the social formations that have grown up within and around urban centers. Particular attention is given to the industrial and modern eras, the history of Portland, and living in cities of the future. Prerequisite: Sophomore class standing.	<b>History of the American City</b>	<b>3 credits</b>	<b>As Needed</b>

## HUMAN SERVICES

<b>HS 501A</b> 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.	<b>Persons in Context: Systems Thinking Across Society</b>	<b>3 credits</b>	<b>PGS</b>
<b>HS 502A</b> 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.	<b>Spirituality &amp; the Practice of Human Services: An Integrative View</b>	<b>3 credits</b>	<b>PGS</b>
<b>HS 503A</b> This course provides an overview of commonly used research methods to prepare students to be critical consumers of scholarly social science research. Students will explore a variety of social science 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 proposal for their master's thesis, due at the end of this program.	<b>Human Services: Research &amp; Practice</b>	<b>3 credits</b>	<b>PGS</b>
<b>HS 504A</b> 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.	<b>Case Management: Knowledge &amp; Skills for Human Service Professionals</b>	<b>3 credits</b>	<b>PGS</b>
<b>HS 505A</b> 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.	<b>Stewardship and Resource Management for Families &amp; Organizations</b>	<b>3 credits</b>	<b>PGS</b>
<b>HS 506A</b> 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.	<b>Professional Ethics: Character, Quality &amp; Social Justice</b>	<b>3 credits</b>	<b>PGS</b>
<b>HS 507A</b> 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.	<b>Education and Prevention Strategies: Planning, Creating &amp; Implementing</b>	<b>3 credits</b>	<b>PGS</b>

### **Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
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500 - 699	Graduate level courses, Traditional program

### **PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

- HS 508A Public Policy & Advocacy: Legal Issues, Policies, Laws, & Well-Being 3 credits PGS**  
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, inc Vulnerable/At Risk Populations 3 credits PGS**  
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, & Grants 3 credits PGS**  
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 3 credits PGS**  
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 PGS**  
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 PGS**  
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 Thesis 3 credits PGS**  
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. Throughout the preceding courses, beginning with the HS 501A students will be working on a proposal that they have submitted at the end of HS 503A in preparation for the thesis. Students will then be required design, organize, and conducts a major project that integrates a topic of special interest based on the proposal. The project will analyze and synthesize theoretical and applied concepts in the field of human services from a specialized area selected by the student in conjunction with a faculty supervisor. The project should involve both scholarly research and experiential application. The student should expect to produce a 40- to 50-page APA style paper and defend this paper/work in oral presentation. This course serves as a capstone course for the Master’s in Human Services. Prerequisite: HS 503A.

## HUMANITIES

- HUM 200/ 200A Ethics in Practice 3 credits Fall**  
This course explores frameworks for ethical thinking, asking ethical questions, and recognizing ethical approaches to issues in our world today. Students will explore application of ethics in practice in a variety of contexts and fields. Prerequisite: EN 111+112.
- HUM 310 Humanities Colloquy: Exploring the Human Condition 3 credits Fall, Spring**  
An interdisciplinary consideration of the relationship of the Christian faith to aspects of the human condition. Students will be challenged to infuse a personal theological perspective into their thinking about self, society, the world, the cosmos, and the like. Prerequisite: EN 111+112.
- HUM 310A Humanities Colloquy: Exploring the Human Condition 3 credits PGS**  
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. Prerequisite: EN 111A+112A.
- HUM 385 Critical and Cultural Theory 3 credits As Needed**  
This course introduces students to contemporary interdisciplinary cultural interpretation and critique, relevant to literary, historical, and cultural studies. Students will learn how to understand or read culture through various “texts” in our world and to apply critical lenses to cultural artifacts. Readings and activities will focus on a variety of related approaches which re-assess cultural notions of meaning, identity, power, representation, production and consumption. Prerequisite: Upper division course in Literature, History, or Philosophy.
- HUM 391, 392, 393 Humanities Internship 2-5 credits As Needed**  
Student works and learns under supervision in an approved internship with an agency, program, or institution. Application and integration of interdisciplinary knowledge, theory, and understanding. Prerequisites: Junior class standing, 2.8 GPA, consent of instructor and Division Dean. Pass/

No Pass grade. (Generally, students need to plan schedules so as to spend a concentrated amount of time [at least six hours/week, preferably 10-15 weeks] in a semester or summer placement. [45 hours of consultation, travel, and internship activities = one credit.]) Must be prearranged one term in advance of placement.

**HUM 410 Senior Humanities Seminar 3 credits As Needed**  
An exploration from a humanities perspective of personal, social, ethical, and religious issues related to selected disciplines in the student's liberal arts experience. Student produces a formal paper that 1) identifies an issue constant to the human condition and 2) examines that issue via synthesis through the lenses of at least three academic disciplines. Prerequisites: EN 200, ILR 300 or consent of professor. Students who are required to take 200-level and 300-level Humanities series courses must complete those courses before entering HUM 410.

## INFORMATION LITERACY AND RESEARCH

**ILR 300/ ILR 300A Advanced Information Literacy and Research 3 credits Fall, Spring/ PGS**  
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 EN 111A+ 112A or equivalent.

## INFORMATION TECHNOLOGY

**IT 101 Foundation and Fluency with Information Technology 4 credits Spring- Even Years**  
This course introduces the basic knowledge of Information Technology (IT) and helps students to gain fluency in IT. It will benefit students pursuing studies in data-intensive fields or in fields that require the use of technology as well as students with a need to communicate through the internet. The course provides a working vocabulary of terms used by computer information technology personnel and lays the foundation of the needed knowledge and skills in mathematics and statistics for entering the field of IT profession. It explains the basics of computing, internet, IT infrastructure, application and software, software development, data processing fundamentals, and the privacy and security of IT. The course introduces problem-solving skills, algorithmic methods and programming approach to help students to understand beyond just memorizing facts. Students will also be introduced to logical reasoning skills needed for lifelong self-education.

**IT 201+202+203+204 IT Support I+II+III+IV 4+4+4+4 credits Fall- Even Years**  
This four-course series provides students a simulated real-world experience of working as an IT support technician. Students will build the skills needed to install, configure, maintain and troubleshoot computer hardware, peripheral devices, operating systems, mobile devices, and simple networks through realistic hands-on scenarios. Students will also learn how to employ security best-practices to protect workstations and small networks from attackers. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. This series is also designed to help students prepare to sit for the CompTIA A+ (200-1001 and 220-1002) certification exams. Must be taken in sequence. Additional fees required.

**IT 251 Network Fundamentals 6 credits Spring- Odd Years**  
This course provides students a simulated real-world experience of working as an entry-level network administrator. Students will build the skills needed to install, configure, maintain and troubleshoot complex networks through realistic hands-on scenarios. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. This course is also designed to help students prepare to sit for the CompTIA Network+ (N10-007) certification exam. Prerequisite: IT 201-204. Additional fees required.

**IT 281 Cybersecurity Fundamentals 6 credits Spring- Odd Years**  
This course provides students a simulated real-world experience of working as an entry-level cybersecurity specialist. Students will build the skills needed to protect systems and networks from a variety of threats. Students will also learn about fundamental security concepts such as cryptography, access controls, and risk management. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. This course is also designed to help students prepare to sit for the CompTIA Security+ (SY0-501) certification exam. Prerequisite: IT 251. Additional fees required.

**IT 290 IT Practicum 4 credits Spring- Odd Years**  
The IT Practicum is an educational experience designed for students to continue to practice and learn the technical skills they have gained in their IT/Cybersecurity courses in another professional setting. The specific course activities are determined in collaboration with a site supervisor and internship supervisor. Prerequisites: IT 251 and 281. Additional fees required.

**IT 301 + IT 302 Windows Administration I, II 4 + 4 credits Fall- Odd Years**  
This two-course series provides students a simulated real-world experience of working as an entry-level Microsoft Windows Server administrator. Students will build the skills needed to install, configure and manage Windows servers and Active Directory domains. In this series students will also learn about Hyper-V virtualization, PowerShell scripting, and Azure cloud services. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. Must be taken in sequence. Prerequisite: IT 251, 281. Additional fees required.

### **Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99 Developmental courses, Traditional program  
100 - 299 Lower-division courses, Traditional program  
300 - 499 Upper-division courses, Traditional program  
500 - 699 Graduate level courses, Traditional program

### **PGS Courses (Taught in PGS cohort rotations)**

90A - 99A Developmental courses, PGS program  
100A - 299A Lower-division courses, PGS program  
300A - 499A Upper-division courses, PGS program  
500A - 699A Graduate level courses, PGS program

<b>IT 311 + IT 312</b>	<b>Linux Administration I, II</b>	<b>4 + 4 credits</b>	<b>Fall- Odd Years</b>
This two-course series provides students a simulated real-world experience of working as an entry-level Linux system administrator. Students will build the skills needed to install, configure and manage Linux based servers and workstations. In this series students will also learn about shell scripting. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. Must be taken in sequence. Prerequisite: IT 301, 302. Additional fees required.			
<b>IT 481</b>	<b>Security Assessments and Audits</b>	<b>8 credits</b>	<b>Spring- Even Years</b>
This course provides students the experience of working as a cybersecurity analyst involved in the testing and auditing of an organization's information systems security (Red Team). Students will build the skills needed to conduct a basic security assessment, including vulnerability scanning, penetration testing, and application testing, as well as a simple compliance audit. In this course students will also learn about the tools and techniques used by attackers to compromise systems and networks, and how to defend against them. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. At the end of the course students will participate in a realistic security assessment activity that will require them to apply all their skills acquired throughout the program. Prerequisite: IT 301, 302, 311, 312. Additional fees required.			
<b>IT 482</b>	<b>Incident Response and Analysis</b>	<b>8 credits</b>	<b>Spring- Even Years</b>
This course provides students the experience of working as a cybersecurity analyst involved in monitoring and defending an organization's information systems (Blue Team). Students will build the skills needed to analyze data from a variety of security tools, identify and address vulnerabilities, and respond to and recover from security incidents. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. This course is also designed to help students prepare to sit for the CompTIA CySA+ (CS0-002) certification exam. Prerequisite: IT 481. Additional fees required.			
<b>IT 490</b>	<b>Cybersecurity Capstone/Internship</b>	<b>1-12 credits</b>	<b>Summer</b>
The IT Internship is an educational experience designed for students to continue to practice and learn the technical skills they have gained in their IT/Cybersecurity courses in another professional setting. The specific course activities are determined in collaboration with a site supervisor and internship supervisor. Prerequisites: IT 481 and 482. Additional fees required.			

## KINESIOLOGY

<b>KIN 230</b>	<b>Introduction to Kinesiology</b>	<b>3 credits</b>	<b>Spring</b>
This course is designed to give students interested in kinesiology an introduction to the majors available at Warner Pacific University. The disciplines of Sports Management, Kinesiology (Exercise Science), and Sports Medicine will be represented. The basic terms and concepts, important issues, current trends, and professional avenues available in each discipline will be presented. Students will understand and be able to select a major in the department by the end of the course.			
<b>KIN 310</b>	<b>Motor Learning</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
A study of the neuropsychological aspects of human movement. Application of neuroanatomical and neurophysiological concepts to the understanding of learning, perception, motivation, memory, and variables affecting motor skill acquisition and performance. Prerequisites: BIO 121 or 221.			
<b>KIN 325</b>	<b>Biomechanics</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
Study of the anatomical and bio-mechanical aspects of human motion with comprehensive attention to functional human anatomy. Prerequisites: BIO 121, EN 112.			
<b>KIN 350</b>	<b>Care and Prevention of Athletic Injuries</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
Techniques of prevention, recognition, treatment, and rehabilitation of high incidence injuries in physical education and sports activities. Includes appropriate regional anatomy and implications of growth, development, and aging. Prerequisites: BIO 121, EN 112.			
<b>KIN 360</b>	<b>Organization and Administration of Sports</b>	<b>3 credits</b>	<b>Spring- Odd Years</b>
This course will examine the provision of sport services through the exploration of organizational planning and decision making at recreational, scholastic and intercollegiate levels. This includes understanding various roles within an organization as well as staffing and managing diversity. Emphasis will be placed on experiential learning as a means of evaluating programs, service quality and effectiveness. Prerequisite: KIN 230 or consent of instructor.			
<b>KIN 460</b>	<b>Tests, Measurements and Evaluation in Exercise Science</b>	<b>3 credits</b>	<b>As Needed</b>
Introduction to the basic statistics essential to measurement and evaluation in health and physical education including tests to determine classification, neuromuscular achievement, knowledge, power, endurance, and work capacity. Prerequisites: EN 112, Junior class standing.			
<b>KIN 470</b>	<b>Adapted Physical Education</b>	<b>3 credits</b>	<b>As Needed</b>
Analysis of the physical education/activity needs of physically and/or mentally and/or emotionally handicapped individuals. Content includes nature of selected handicapping conditions, selection of appropriate activities, program design, mainstreaming, and evaluation. Prerequisites: BIO 121, KIN 230, EN 112.			
<b>KIN 475</b>	<b>Exercise Physiology</b>	<b>4 credits</b>	<b>Spring</b>
Study of the physiological aspects of human performance including basic nutrition and the metabolic, endocrine, neuromuscular, respiratory, and cardiovascular responses to exercise. Lecture and laboratory. Prerequisites: BIO 121, EN 112.			
<b>KIN 490</b>	<b>Senior Seminar</b>	<b>1 credit</b>	<b>Fall</b>
The course will encompass a survey of research, literature, professional ethical considerations and career opportunities in areas related to athletics. Students will complete professional development activities including writing a resume, critical review of the current literature, and other items. Prerequisite: Senior standing.			

**KIN 494 Internship 1-6 credits Fall, Spring**  
 A field work practicum proposed by the student, involving experience pertinent to kinesiology, sports management, or sports medicine. Pass/No Pass grade. Prerequisite: Current First Aid/CPR certification and instructor consent.

## MATHEMATICS

**MA 90 Elementary Algebra 3 credits Fall, Spring**

Elementary algebra is the first course in the algebra sequence. This course will cover simplifying expressions, solving linear equations and inequalities, and solving linear systems of equations. Following the successful completion of this course, students may enter MA 95 or MA 104, depending on major area and skill level. Graded P/NP. Does not fulfill General Education Core Studies requirements for math.

**MA 95 Intermediate Algebra 3 credits Fall, Spring**

This course covers concepts and skills of algebra including linear equations, functions, graphs, polynomials, factoring, rational expressions, radicals and other topics. This course is appropriate for students who do not yet feel prepared to take MA 111 College Algebra or another higher level math course. Graded P/NP. Does not fulfill General Education Core requirements for math.

**MA 104/ MA 104A Math for Liberal Arts 3 credits Fall**

A course devoted to topics for liberal arts students emphasizing problem-solving. Topics covered may be sets and set logic, series and sequences and their application, graph theory, geometry, mathematics of finance, probability and statistics, number theory, or decision theory. Three or four of these topics will be covered during a semester. Prerequisites: A minimum of two years of high school math, including one year of algebra and one year of geometry or two years of integrated math. This is an appropriate general education course for students who are not required to take any other math for their majors.

**MA 111 College Algebra 3 credits Spring**

College Algebra is the study of functions: polynomial, rational, exponential, and logarithmic. Functions are examined through problem solving, graphing, and application (with the aid of graphing technology). Prerequisite: MA 95 or two years of algebra in high school or three years of integrated math in high school and a grade of A or B in the last math class taken. Credit cannot be earned for both MA 111 and MA 115.

**MA 115 Precalculus 4 credits Spring**

Precalculus is the study of functions: polynomial, rational, exponential, logarithmic, and trigonometric. Functions are examined through problem solving, graphing, and application (with the aid of graphing technology). Prerequisite: MA 95 or two years of algebra in high school or three years of integrated math in high school and a grade of A or B in the last math class taken. Credit cannot be earned for both MA 111 and MA 115.

**MA 211/ MA 211A Fundamentals of Elementary Mathematics I 3 credits Fall- Even Years/ PGS**

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 212/ MA 212A Fundamentals of Elementary Mathematics II 3 credits Spring- Odd Years/ PGS**

A course for prospective elementary and middle school teachers with a focus on problem solving. Topics include geometry, measurement, statistics, and probability. Prerequisites: MA 95 or two years of algebra in high school or three years of integrated math in high school and a grade of A or B in the last math class taken.

**MA 242 Introduction to Statistics 3 credits Fall, Spring**

Descriptive statistics for categorical and numerical data analysis, basic concepts of probability, confidence intervals, hypothesis tests involving proportions and means, introduction to correlation and regression, and chi-square testing. Statistical software will be used extensively throughout the course. Examples from a wide variety of disciplines, including business, the social sciences, and the life sciences, to prepare students with varying backgrounds and interests to become intelligent consumers and users of statistics. Prerequisites: EN 111 or equivalent, MA 95 or equivalent.

**MA 251 Calculus I 4 credits Fall- Odd Years**

This is the first half of a standard single-variable calculus course that utilizes verbal, graphical, tabular, and algebraic points of view. Topics include limits and continuity, applications of the derivative, and the fundamental theorem of calculus. Prerequisite: MA 115 or equivalent.

**MA 252 Calculus II 4 credits Spring- Even Years**

This course is a continuation of MA 251 that includes integration techniques, applications of integration, improper integrals, differential equations, and infinite series. Prerequisite: MA 251.

**MA 253 Calculus III 4 credits As Needed**

This course includes topics in vector calculus such as lines, planes, and space curves in vector form, partial differentiation, multiple integration, and vector analysis. Prerequisite: MA 252.

**MA 343 Linear Algebra 3 credits Spring- Odd**

Topics in matrix algebra, including vector spaces, determinants, systems of linear equations, eigenvalues, eigenvectors, linear transformations, and proof. Prerequisite: MA 251 with grade of C or better.

### *Traditional Courses (Taught Fall and/or Spring, as indicated)*

90 - 99 Developmental courses, Traditional program  
 100 - 299 Lower-division courses, Traditional program  
 300 - 499 Upper-division courses, Traditional program  
 500 - 699 Graduate level courses, Traditional program

### *PGS Courses (Taught in PGS cohort rotations)*

90A - 99A Developmental courses, PGS program  
 100A - 299A Lower-division courses, PGS program  
 300A - 499A Upper-division courses, PGS program  
 500A - 699A Graduate level courses, PGS program

<b>MA 349</b>	<b>Problem Solving Seminar</b>	<b>1 credit</b>	<b>As Needed</b>
A survey of problem-solving techniques focused on a particular theme. Presentations of problem solutions will be expected of all students, with the instructor providing additional information on any areas needing further preparation. Prerequisites: MA 251+252 with a grade of C or better.			
<b>MA 356</b>	<b>Discrete Mathematics</b>	<b>3 credits</b>	<b>As Needed</b>
Introduction to the mathematical analysis of finite collections, data structures and algorithms. Topics include set theory, logic, methods of proof, combinatorics, sequences, recurrence relations, and graph theory. Prerequisite: MA 251 with grade of C or better.			

## MARKETING

<b>MKTG 242</b>	<b>Marketing</b>	<b>3 credits</b>	<b>Fall</b>
This course is an introduction to marketing concentrating on the fundamentals including emphasizing segmenting and targeting customers, researching the market, market image, uniqueness in marketing, developing a basic marketing plan including distribution, location, price structure and promotion. Prerequisite or corequisite: EN 111.			
<b>MKTG 300</b>	<b>Consumer Behavior</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
This course is an introduction to the world of consumer behavior. The discipline borrows from business combined with several social sciences including psychology, sociology, and anthropology to explain behavior in the marketplace. In this course, the student will explore how perceptions, learning, memory, personality, and attitudes influence consumption behavior, how consumption changes during one's life cycle, and how powerful cultural and subcultural influences are on consumers.			
<b>MKTG 342</b>	<b>Marketing Management</b>	<b>3 credits</b>	<b>Spring</b>
An advanced course in marketing which is designed to teach the complex principles, concepts and strategies associated with marketing and institutional research and assessment. This course builds upon the content contained in Marketing (MKTG 242) and Research Methods and Applied Statistics (BUS 393), and focuses on the development of comprehensive marketing and institutional research strategies and design. Prerequisite: MKTG 242.			
<b>MKTG 350</b>	<b>Customer Relationship Management</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
This course examines customer relationship management (CRM) and its application in marketing, sales, and service. Effective CRM strategies help companies align business process with customer centric strategies using people, technology, and knowledge. Companies strive to use CRM to optimize the identification, acquisition, growth and retention of desired customers to gain competitive advantage and maximize profit. Anyone interested in working with customers and CRM technology and would like to be responsible for the development of any major aspect of CRM will find this course beneficial. Emphasis is given on both conceptual knowledge and hands-on learning using a leading CRM software. Prerequisite: MKTG 242.			
<b>MKTG 420</b>	<b>Advertising and Public Relations</b>	<b>3 credits</b>	<b>Spring- Odd Years</b>
Consideration of the nature and role of advertising and sales promotion in the marketing mix, with attention focused on objectives, strategy and evaluation of results. Will develop video and print advertisements and campaigns. Prerequisite: MKTG 242.			
<b>MKTG 425</b>	<b>Integrated Marketing Communication</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
Integrated marketing communication (IMC) is a strategic marketing process that aligns business objectives with customer-centric communications. Students will learn about various methods to advance an organization's success ranging from internally focused initiatives to restructure teams and workflows to help understand how to breakthrough siloed and channel mindsets. The days of broadcast communication are behind us, but to be truly integrated marketers must reflect customer experiences and multiple methods of engagement in their communication initiatives. The development of an IMC program requires an understanding of the overall marketing process, communications theory and processes, marketing communications tools, consumer behavior, and marketing communications organization structures and operations. Prerequisite: MKTG 242.			

## MANAGEMENT AND ORGANIZATIONAL LEADERSHIP

<b>MOL 503A</b>	<b>Financial Environments of Organizations</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>MOL 508A</b>	<b>Project Management</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>MOL 509A</b>	<b>Social Entrepreneurship and Sustainable Business</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>MOL 604A</b>	<b>Legal and Regulatory Environment of Business</b>	<b>3 credits</b>	<b>PGS</b>
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 PGS**  
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 PGS**  
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 2 credits PGS**  
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.

## MUSIC

- MUS 115, MUS 315 Wind Ensemble 1-2 credits Fall, Spring**  
Study and performance of representative concert band literature. Open to all students with previous instrumental experience. Prerequisites: Audition and commitment to annual tour and full-year participation. Course may be repeated.
- MUS 242 Global Worship through the Arts 3 credits As Needed**  
*Also listed as FA 242.* An overview of arts in worship related in biblical, historical, and cultural stories, this course explores the various ways in which the global and gathered worshipping church interacts with God. Music, dance, theatre arts, painting, sculpture, architecture, and symbols are studied in ancient, contemporary, and emerging contexts. The student will rediscover worship as a beautiful and diverse expression and design their own theologically informed approach toward the use of art in Christian worship today.
- MUS 415 Wind Ensemble with Leadership 1-2 credits Fall, Spring**  
Study and performance of representative concert band literature. Prerequisite: Senior class standing and six semesters of Wind Ensemble or by consent of the instructor. Experience will be gained in leadership responsibilities. Course may be taken a total of two times.

## NURSING

- NURS 210 Interprofessionalism in Nursing 2 credits Fall, Spring**  
This didactic course socializes BSN students from the cornerstone of a liberal arts education to interprofessionalism within professional nursing practice according to an organizing framework. The framework features WPU core themes, nursing metaparadigm concepts, essentials of nursing education, and standards of professional nursing practice. The course explores nursing as a theory-driven discipline and values-based profession whose members collaborate with other professionals to improve health outcomes for diverse recipients of care across the lifespan, including at end of life. Prerequisite: Admission to the prelicensure BSN program.
- NURS 301 Pathophysiology 3 credits Fall, Spring**  
This didactic course focuses on concepts of pathophysiology essential to understanding diseases and disabling conditions that can affect body systems across the lifespan. Provision of holistic, patient-centered care depends on an understanding of pathophysiology. Prerequisite: Admission to the prelicensure BSN program.
- NURS 302 Pharmacology 3 credits Fall, Spring**  
This didactic course examines pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan, including at end of life. Content emphasizes principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics in the treatment of prevalent illnesses and pain management. The course includes concepts of safe drug administration and monitoring of the effects of selected pharmacotherapeutic agents. Content also addresses clinical prevention through principles of “farmacology” (organic and whole food approaches). Prerequisite: Admission to the prelicensure BSN program.
- NURS 336 Health Assessment and Health Promotion 4 credits Fall, Spring**  
This didactic and skills development course provides students with further application of the nursing process and critical thinking skills integral to nursing interventions for primary, secondary, and tertiary prevention. In a laboratory setting and building on knowledge from the liberal arts, students will expand and refine the observational and psychomotor skills required for assessing the health status and needs of patients across the lifespan, with a focus on the health of adult men and women and older adults. Prerequisite: Admission to the prelicensure BSN program. Corequisite: NURS 210.

### **Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

### **PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>NURS 340</b>	<b>Medical-Surgical Nursing I: Providing Care</b>	<b>5 credits</b>	<b>Fall, Spring</b>
This didactic, skills development, and clinical course introduces medical-surgical nursing practices in the provision of care for diverse adults and older adults, including at end of life. The course examines and applies convictions, knowledge, skills, and attitudes arising from a liberal arts foundation, professional standards, evidence-based practice guidelines, and interprofessionalism to patient care. A key topic is pain management. Prerequisites: NURS 210, NURS 301, NURS 302, and NURS 336.			
<b>NURS 350</b>	<b>Diversity, Equity and Advocacy</b>	<b>3 credits</b>	<b>Fall, Spring</b>
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. This course meets the Diversity requirement for General Education Core. Prerequisite: NURS 210.			
<b>NURS 370</b>	<b>Research, Statistics &amp; Evidence-Based Practice</b>	<b>3 credits</b>	<b>Fall, Spring</b>
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. This course meets the Critical Thinking & Strategic Planning requirement for General Education Core. Prerequisites: NURS 340 and NURS 350.			
<b>NURS 380</b>	<b>Maternal &amp; Neonatal Health Nursing</b>	<b>3 credits</b>	<b>Fall, Spring</b>
This didactic, skills development, and clinical course extends the art and science of nursing and the various roles of the nurse as they apply to diverse and self-identified childbearing families. Students use the nursing process and QSEN competencies to relate to biophysical, psychosocial, cultural, and spiritual principles that have an impact on the childbearing family. Best evidence forms the basis for nursing care and management. The course also addresses family theories and dynamics and emphasizes a family-centered approach during antepartum, intrapartum, postpartum, and neonatal clinical experiences. Prerequisites: NURS 340 and NURS 350.			
<b>NURS 390</b>	<b>Elective Externship</b>	<b>2-3 credits</b>	<b>As Needed</b>
This pass/fail elective externship is a clinical immersion for nursing students who have completed their junior year. Participating students, under the preceptorship of a registered nurse, provide direct patient care in selected health care settings. The clinical practicum of 24-36 hours per week focuses on the nursing process, critical thinking, organizational skills, clinical competency, and decision-making in the practice setting. A clinical agency may offer a paid practicum, which is negotiated with individual students at the time of application. Supporting seminars, held every other week during the externship, bring students together with course faculty to discuss ethical, legal, and professional practice issues through the lens of the program's organizing framework. All students and preceptors are in communication with the course faculty or clinical Instructor through site visits and weekly conferences. Prerequisites: NURS 340 and NURS 350.			
<b>NURS 400</b>	<b>Child and Adolescent Health Nursing</b>	<b>3 credits</b>	<b>Fall, Spring</b>
This didactic and clinical course focuses on the art and science of providing ethical, evidence-based nursing care to diverse children and adolescents within ANA standards, National Patient Safety Goals, and the QSEN Institute's quality and safety framework. Utilizing current patient care technologies and practice guidelines, the course emphasizes the understanding of pathophysiology unique to pediatric and adolescent populations in the provision of quality nursing care. For each developmental level, course content holistically addresses relevant anticipatory guidance, health promotion, and developmentally appropriate communication strategies. In addition, the course examines health care policy, finance, and regulatory environments affecting diverse children and adolescents. Prerequisites: NURS 340 and NURS 350.			
<b>NURS 410</b>	<b>Family and Community Health Nursing</b>	<b>3 credits</b>	<b>Fall, Spring</b>
This didactic and clinical course introduces students to the extension of nursing to a patient's family, to health of diverse families in a larger geographic community, and to community-based health care and prevention topics, with an emphasis on social justice and equity. Students develop an understanding of the history of community health nursing, along with the various roles, delivery systems and models, and stratification of services that form the foundation of community health nursing. Students practice the role of a community health nurse with public and home health care systems, with an emphasis on reflecting increased cultural intelligence (competence and humility). Building on existing skills, students will assess health needs, plan, and implement appropriate primary, secondary, and tertiary prevention interventions for diverse and vulnerable population groups in a variety of community settings, emphasizing safe and ethical practice. Evaluation of political processes related to emergency preparedness, local community health funding, and equitable patient/family/community access to healthcare is included. Prerequisites: NURS 340 and NURS 350.			
<b>NURS 440</b>	<b>Medical-Surgical Nursing II: Managing Care</b>	<b>6 credits</b>	<b>Fall, Spring</b>
This didactic, skills refresher, and clinical course presents the nurse's advanced roles of designer, manager, and coordinator of care in relation to human responses to alterations in health. The course provides students with skills to balance the maintenance of optimal health for adult and older adult recipients of care, equitable access to care, and resource management with a focus on persons' autonomy in care decisions. Content focuses on pathophysiology, corresponding medical-surgical nursing management, and the application of nursing process in the provision of holistic care for diverse adults and older adults. Content is organized around improved health outcomes and evidence based practice models. The focus of clinical practice is continuing development of organizational skills, priority setting, critical thinking, clinical reasoning, and problem solving as the student continues to assimilate the roles of the professional nurse in complex clinical settings. Prerequisites: NURS 340 and NURS 350.			

<b>NURS 460</b>	<b>Leadership I: Epidemiology, Prevention &amp; Informatics</b>	<b>3 credits</b>	<b>Fall, Spring</b>
This didactic course extends a foundation in the liberal arts to application of a systems-based ecological model as a framework for understanding determinants of health in diverse populations. Senior students embrace responsibility and accountability for clinical leadership related to clinical prevention and population health. The course expands the nurse's role in stewardship of holistic human health and healing through principles of epidemiology and biostatistics, clinical prevention and harm reduction, and use of informatics to mitigate error and improve interprofessional communication and collaboration. Prerequisites or corequisites: NURS 370 and NURS 410.			
<b>NURS 470</b>	<b>Mental Health Nursing</b>	<b>3 credits</b>	<b>Fall, Spring</b>
This didactic and clinical course addresses the principles and techniques of therapeutic communication and interprofessional collaboration as applied to working with patients who present with symptoms of mental health disorders in acute care and community-based settings. Contemporary issues in the field of mental health nursing are explored from a liberal arts foundation to attend to psychosocial, spiritual, cultural, emotional, and biophysical alterations as well as economic, legal, and ethical environments of recipients of care. Based on ANA standards of practice, the role of the nurse focuses on health promotion, disease prevention, and management for patients with mental health conditions across the life span. Students apply theoretical concepts of compassionate care and emotional support in clinical areas while working with diverse individuals, families, groups, communities, and vulnerable populations with varying levels of complexity. Prerequisites: NURS 340 and NURS 350.			
<b>NURS 480</b>	<b>Leadership II: Caring, Safety and Leadership</b>	<b>3 credits</b>	<b>Fall, Spring</b>
This didactic leadership course focuses on the nurse as a change agent and coordinator of human, fiscal, and material resources in the healthcare delivery system. Clinical judgment and beginning application of management knowledge will support the establishment of priorities for nursing care and improved health outcomes. Strategies and skills of clinical reasoning necessary for the "Healing Trinity" of caring, safety, and leadership are explored and analyzed in relation to the nursing process, performance standards, and QSEN Competencies. Content emphasizes analysis and use of outcome measures to promote quality care, patient safety, and systems leadership in healthcare delivery systems. Leadership of nursing and interprofessional teams utilizing both formal and informal power to promote quality, person-focused care is explored, with a focus on the influence of cultural and spiritual factors on decision-making for diverse recipients of care. Prerequisite: NURS 460.			
<b>NURS 490</b>	<b>Leadership III: Leadership and Management Capstone</b>	<b>6 credits</b>	<b>Fall, Spring</b>
This pass/fail capstone seminar and clinical course builds on existing knowledge and skills, focusing on the application of leadership strategies and skills necessary for the role of the nurse as a manager of care, including reflective practice, conflict management, and cultural intelligence (competence and humility). Emphasis is on development and refinement of leadership skills, collaborative care, conflict resolution, effective interprofessional communication techniques, and resource utilization and management. Students' clinical logs will emphasize their nursing actions to establish a nurse-patient relationship, improve health outcomes, promote patient safety, and demonstrate leadership as they fulfill a capstone clinical experience as an "RN Proxy." Prerequisites: NURS 440, NURS 480, ILR 300, HUM 310, REL 320.			

## PHYSICAL EDUCATION

<b>PE 100</b>	<b>Varsity Athletics Workshop</b>	<b>1 credit</b>	<b>Fall, Spring</b>
Sports activity credit and associated academic support for those who participate in varsity athletics. All student athletes are required to enroll in PE 100 for one credit each semester. Students with a cumulative GPA of 3.0 or above may request exemption from the course if they already have a full schedule for the semester. Does not meet General Education Core Studies outcomes. Offered on a Pass/No Pass basis.			
<b>PE 101</b>	<b>Weight Training and Conditioning</b>	<b>1 credit</b>	<b>As Needed</b>
Instruction in proper technique, methods, and safety involved in weight training. Establishment of training goals and training program for overall conditioning.			
<b>PE 103</b>	<b>Golf</b>	<b>1 credit</b>	<b>As Needed</b>
Beginning knowledge and skill is assumed. This course is a more thorough study of golf skills and techniques.			
<b>PE 104</b>	<b>Racquet Sports</b>	<b>1 credit</b>	<b>As Needed</b>
Basic skills of badminton and tennis, including rules and history of each sport.			
<b>PE 106</b>	<b>Team Sports</b>	<b>1 credit</b>	<b>As Needed</b>
Basic skills, rules, and history of selected team sports.			
<b>PE 107</b>	<b>Tennis</b>	<b>1 credit</b>	<b>As Needed</b>
Assumes beginning level skill. This course is designed to increase proficiency in skill technique and strategy such that the game can be enjoyed as a player and/or spectator.			
<b>PE 109</b>	<b>Wellness Activities</b>	<b>1 credit</b>	<b>As Needed</b>
This course provides a variety of activities designed to promote a condition of wellness. Emphasis on flexibility, cardiovascular conditioning, muscle strength and endurance.			

### *Traditional Courses (Taught Fall and/or Spring, as indicated)*

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

### *PGS Courses (Taught in PGS cohort rotations)*

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>PE 110</b>	<b>Futsal</b>	<b>1 credit</b>	<b>As Needed</b>
Beginning skill and knowledge in futsal or soccer is assumed. This course is designed to increase proficiency in skill, technique and strategy as to increase enjoyment of the game whether as a player and/or spectator.			
<b>PE 111</b>	<b>Martial Arts</b>	<b>1 credit</b>	<b>As Needed</b>
This is an activity course involving techniques in self-defense. There is an assumption of beginning level skill. Martial arts techniques and strategies will be explored, including combative maneuvers, controlled attack situations, and defense against assailants.			
<b>PE 112</b>	<b>Jogging/ Walking</b>	<b>1 credit</b>	<b>Fall</b>
Instruction in jogging/running skill, safety, shoe selection, and flexibility. Emphasis is on individual goals and exercise prescription.			
<b>PE 113</b>	<b>Hiking</b>	<b>1 credit</b>	<b>Spring</b>
This course provides essential knowledge and practice in hiking technique and theory.			
<b>PE 118</b>	<b>Yoga</b>	<b>1 credit</b>	<b>As Needed</b>
This course aims to provide students with a fundamental knowledge of the holistic practice of yoga with a primary focus on yoga asana, in its diverse forms. This course is appropriate for students new to the practice of yoga, and for those who already practice yoga. This course will introduce students to using yoga practice to enhance one's own spirituality. This fundamental knowledge of Yoga and its practice will equip students with confidence as they consider integrating yoga as lifelong wellness activity.			
<b>PE 119</b>	<b>Urban Adventures</b>	<b>1 credit</b>	<b>As Needed</b>
This course provides opportunities to engage in a variety of physical activities in the city of Portland. Emphasis is placed on those activities unique to Portland. Additional fees required.			

## PHILOSOPHY

<b>PHIL 201</b>	<b>Introduction to Philosophy</b>	<b>3 credits</b>	<b>As Needed</b>
The course introduces the beginning student to the discipline, vocabulary, and principal issues of philosophy. The course places emphasis on philosophy as a timeful process and practice. It uses the writings of both classic and contemporary philosophers to illustrate the historical movement of thought.			
<b>PHIL 211</b>	<b>Introduction to Logic</b>	<b>3 credits</b>	<b>As Needed</b>
A study of the structures of good and orderly reasoning. Students learn to avoid fallacious reasoning and to evaluate the rhetoric of others when dealing with everyday problems. The course is designed to help students think clearly and to appreciate the complexity of language. Prerequisite: EN 111+112.			
<b>PHIL 250</b>	<b>Sports Ethics</b>	<b>3 credits</b>	<b>Fall</b>
See SRM 250.			
<b>PHIL 291A</b>	<b>Religious &amp; Philosophical Foundations – Ethical Practice</b>	<b>3 credits</b>	<b>PGS</b>
See REL 291A.			
<b>PHIL 300</b>	<b>Ethics</b>	<b>3 credits</b>	<b>As Needed</b>
Ethics is the area of philosophical practice concerned with questions such as: How should I live? What is the right or good thing for me/us to do? How do I/we know or determine the right or good thing to do? What are the implications of our actions in the world? Informed by multiple philosophical frameworks (from among Western, Eastern, Contextual, Feminist, Virtue, Indigenous, etc.), this course invites students to think carefully about such questions as part of refining the skills of moral living and moral reflection through communal analysis and discussion disciplined by a close reading of texts/materials and the ethical questions of our world. Prerequisites: Sophomore class standing, EN 111+112.			
<b>PHIL 350</b>	<b>History of Western Philosophy</b>	<b>3 credits</b>	<b>As Needed</b>
The course surveys the significant figures, movements and ideas of Western Philosophy within its cultural contexts. Beginning with three major Greek philosophers the course then looks at strands of Christian influence in late antiquity and the medieval period, attends to the influence of the Renaissance and the major philosophers of modernity. The course concludes by considering the philosophical seeds of post-modernity in significant figures in the nineteenth century. Prerequisite: EN 111+112.			
<b>PHIL 379</b>	<b>Major Philosophers</b>	<b>3 credits</b>	<b>As Needed</b>
Intensive study of the writings of a major philosopher, giving attention to the historical setting within which the individual worked and their significance for contemporary thought, including multi-disciplinary influence. Philosophers studied are determined year to year by faculty with student input. Prerequisite: PHIL 201 or 300, or consent of the instructor.			

## PHYSICAL SCIENCE

<b>PHS 230, PHS 330</b>	<b>Geology</b>	<b>4 credits</b>	<b>As Needed</b>
An introduction to the principles of historical and physical geology as observed in land forms, fossils, rocks, minerals, and the chemical and physical processes that produce and alter them. Lecture and laboratory. Lab fee required.			

## PHYSICS

- PHY 221                      General Physics I                                              4 credits                      Fall- Odd Years**  
A comprehensive physics course emphasizing problems from classical physics. This will include a discussion of mechanics. The course will be presented without the use of calculus; however, a calculus background will be to the student's advantage. Lecture and laboratory. Prerequisite: MA 111 or equivalent. Lab fee required.
- PHY 222                      General Physics II                                              4 credits                      Spring- Even Years**  
A comprehensive physics course emphasizing problems from classical physics. This will include a discussion of thermal physics, wave motion, optics, electricity and magnetism. An introduction to atomic physics, nuclear physics, quantum theory and relativity will also be included. The course will be presented without the use of calculus; however, a calculus background will be to the student's advantage. Lecture and laboratory. Prerequisite: PHY 221. Lab fee required.

## POLITICAL SCIENCE

- PS 140/ PS 140A                      American Government                                              3 credits                      Spring/ PGS**  
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 200                      Foundations of the American Legal System                                              3 credits                      Spring**  
This course introduces students to the laws and the legal system in the United States through analysis of Constitutional law, civil and criminal law, torts, contracts, and property. Students will learn about the judicial systems at the federal and state levels, consider the difference between ethics and law, discover how to read court cases, and evaluate challenges of equity and equality in the judicial system. Prerequisite: EN 111 (concurrent enrollment allowed).
- PS 300A                      The American Legal System                                              3 credits                      PGS**  
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 315                      Government in States and Communities                                              3 credits                      As Needed**  
A course concentrating on the varieties of government and politics in states and communities. Emphasis is upon government and politics in Oregon. The course is required for students seeking to complete an Oregon Social Studies Education Certificate. Prerequisite: Sophomore class standing; PS 140 recommended.
- PS 355                      International Relations                                              3 credits                      Fall- Odd Years**  
A comprehensive survey of the development and practice of international relations and diplomacy during the preceding four centuries. Students will apply the resulting concepts and principles to contemporary problems and overarching issues now facing the United States in the international community. Prerequisite: EN 111 plus one course from PS 140, PSY 140, SOC 140. .

## PSYCHOLOGY

- PSY 100A                      Foundational Elements of Psychology                                              3 credits                      PGS**  
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                      PGS**  
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 140                      General Psychology                                              3 credits                      Fall, Spring**  
An introductory course in psychology involving the study of human behavior, psychological issues, and experimental concepts with implications for the general conduct of life. Specific areas of focus will include the following: critical thinking, learning, memory, cognition, language, intelligence, personality, motivation, emotions, social psychology, stress and health.
- PSY 300A                      Foundations of Psychology & Human Development                                              3 credits                      PGS**  
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.

### *Traditional Courses (Taught Fall and/or Spring, as indicated)*

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

### *PGS Courses (Taught in PGS cohort rotations)*

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

<b>PSY 314/ 314A</b>	<b>Abnormal Psychology</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
A study of the development, progress, and treatment of the abnormal behavior patterns. Emphasis is on theory and research relating to the development of these patterns. Prerequisites (PSY 314): PSY 140, EN 111.			
<b>PSY 320</b>	<b>Family Life Education Methodology</b>	<b>2 credits</b>	<b>As Needed</b>
A course designed to present various aspects of family life education, including, but not limited to, its history, nature, philosophy, ethics, and processes. Students will design a Family Life Education Program for presentation to the group and for possible use in a community setting. Prerequisite: EN 111+112, PSY 140, Sophomore class standing.			
<b>PSY 321</b>	<b>Organizational Behavior and Design</b>	<b>3 credits</b>	<b>Spring</b>
See BUS 321.			
<b>PSY 340</b>	<b>Emotional First Aid</b>	<b>1 credit</b>	<b>Spring</b>
This one-day course will equip students with specific skills for assisting persons immediately following a crisis/tragedy. Students will learn transferable concepts and strategies for providing what is known as “emotional first aid,” including knowledge of how to reach out to someone in crisis, what constitutes “second injury,” and who become forgotten victims. Pass/No Pass grade. Prerequisite: Sophomore class standing.			
<b>PSY 341</b>	<b>Trauma Intervention Program Training Academy</b>	<b>4 credits</b>	<b>Fall</b>
Providing immediate emotional and practical support to persons who become victims of crisis and tragic events involving themselves or loved ones (sudden death, auto accident, domestic violence, crime, fire) will be the main focus of this course. Experiential learning will include learning how to respond when activated at the request of first responders on emergency scenes. Students will be trained to care for the victims so that the emergency responders may continue their service. Prerequisite: Sophomore class standing, intention to complete the TIP training program and volunteer for one year, and consent of the instructor. <i>Students must pass a mandatory background check and have ready access to a reliable car in order to respond to emergency dispatches. If this course is taken as part of the Trauma Intervention minor, the student must also be registered for a 3 credit internship course (PSY 392 or 492) concurrently. The student is responsible for paying a \$50 fee for the training manual directly to TIP the first night of the training.</i>			
<b>PSY 350</b>	<b>Social Psychology</b>	<b>3 credits</b>	<b>Fall, Even Years</b>
See SOC 350.			
<b>PSY 392</b>	<b>Junior Internship</b>	<b>3 credits</b>	<b>Spring</b>
Field work under professional supervision in a social agency, program or institution. Application and integration of knowledge, theory, and understanding; development of skills common to human service professionals. Involves three hours per week, per credit, of social agency experience during the 15-week semester, other brief assignments relevant to the human services field, and a weekly on-campus supervisory seminar. May be repeated to a cumulative maximum of 20 credits for this and other social work/psychology placements/internships. Must be prearranged one term in advance of placement. Prerequisites: Sophomore class standing, consent of instructor.			
<b>PSY 401</b>	<b>History and Systems of Psychology</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
A concentrated study of psychology's past, a past that is firmly grounded in the intellectual history of western civilization. This course assumes a historical perspective that focuses on the intellectual development of western civilization and the emergence of psychology as an independent, recognized scientific enterprise. Prerequisites: PSY 140, EN 111+112.			
<b>PSY 402</b>	<b>Personality Theory</b>	<b>3 credits</b>	<b>Spring- Odd Years</b>
This course will survey many of the major theories and theorists in the study of personality. Attention will be given to personal, spiritual, and social applications. Prerequisites: PSY 140, EN 111+112.			
<b>PSY 416</b>	<b>Educational and Psychological Testing and Assessment</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
This course is designed to introduce the student to the field of educational and psychological testing and assessment. Students will gain knowledge in test construction and appropriate usage. An understanding of the different facets of assessment (personality, intellectual, behavioral, and learning) will be gained. Students will conduct a comprehensive educational and psychological evaluation using volunteer subjects. Students will administer devices, interpret the data, write a summative assessment evaluation of the assessment, and bring that summation to the client. Prerequisites: Junior class standing, PSY 140, EN 111+112. Additional fees required.			
<b>PSY 420/ 420A</b>	<b>Learning Theory</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
Classical and contemporary theories of learning and instruction applied to a variety of learning situations. Attention will be given to cultural and sub-cultural styles and settings. Family life education and classroom management techniques will parallel the development of theories. Self-concept, cognitive and affective potential, lesson planning, and learning hierarchies will be addressed. Prerequisites: PSY 140 or admission to the Education major, EN 111+112 or EN 111A+112A.			
<b>PSY 430</b>	<b>Counseling</b>	<b>3 credits</b>	<b>Fall</b>
A study of the various theoretical approaches to counseling. An emphasis is upon the counseling process, establishing and maintaining the counseling relationship, use of diagnosis, testing, referral, and other counseling tasks. Prerequisites: Junior class standing, PSY 140, EN 111+112.			
<b>PSY 430A</b>	<b>Counseling Theory</b>	<b>4 credits</b>	<b>PGS</b>
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 441**                      **Stress, Crisis, Trauma and Self-Care**                      **3 credits**                      **Spring- Odd Years**  
This course acquaints participants with basic approaches for understanding and recognizing stress, crisis, and trauma when helping persons, as well as providing opportunity for practicing applied strategies. All students are encouraged to use the concepts and skills personally and in thinking about their relationship networks, as well as the culture in which they live. Prerequisites: Junior class standing, PSY 140, EN 111+112.

**PSY 441A**                      **Stress, Crisis, Trauma and Self-Care**                      **3 credits**                      **PGS**  
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.

**PSY 492**                      **Senior Internship**                      **3 credits**                      **Spring**  
Field work under professional supervision in a social agency, program, or institution. Application and integration of knowledge, theory, and understanding; development of skills common to human service professionals. Involves three hours per week, per credit, of social agency experience during the 15-week semester, other brief assignments relevant to the human services field, and a weekly on-campus supervisory seminar. May be repeated to a cumulative maximum of 20 credits for this and other social work/ psychology placements/internships. Must be prearranged one term in advance of placement. Prerequisite: Consent of instructor.

## RELIGION

**REL 220**                      **Christian Spiritual Formation**                      **3 credits**                      **Fall, Spring**  
This course is designed to introduce students to biblical and historical themes and practices of Christian spirituality. Students will engage in reflective processes around the Bible as sacred texts, the role of Christian community in the spiritual journey, self-discovery, love of neighbor, prayer, etc. The class is highly interactive and experiential and will require both traditional learning activities of required texts and papers and non-traditional learning activities, including personal and corporate outings and regular spiritual practices.

**REL 240**                      **Introduction to Peace Studies**                      **3 credits**                      **Spring- Even Years**  
*Also listed as SOC 240.* This course is designed to introduce students to the field of Peace Studies which at its core is multidisciplinary, values oriented, committed to preventing overt as well as less visible forms of violence and focused on the peaceful transformation of human conflict. In order to set a historical and philosophical context for peacemaking, the traditions of peacemaking will be explored through the Christian faith, non-Christian religions and secular perspectives. In addition, students will gain a deeper understanding of the means in which violence and conflict can be resolved through alternative strategies that are collaborative, restorative and peaceful. Students will be able to participate in creative thinking about how humankind might build societies based on non-violence, social justice and ecological balance.

**REL 260**                      **History of Religion in the United States**                      **3 credits**                      **As Needed**  
*Also listed as HIS 260.* An historical examination of the American religious experiences by looking at the interplay of culture and religion. Available on a Pass/No Pass basis.

**REL 291**                      **Religious and Philosophical Foundations of Ethical Practice**                      **3 credits**                      **As Needed**  
This course involves an examination of religious and philosophical approaches to moral decision making, the development of a refined ethical perspective that takes into consideration care for one's neighbors as well as one's self, and the creation of an action plan for making moral decisions which will have a positive impact on the workplace and society. Available only in the Certificate in Ministry Leadership and Practice program.

**REL 291A**                      **Religious & Philosophical Foundations – Ethical Practice**                      **3 credits**                      **PGS**  
*Also listed as PHIL 291A.* 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 310/ REL 310A Religions of the World**                      **3 credits**                      **Spring/ PGS**  
*Also listed as SOC 310.* A study of the beliefs, practices, and effects of major religions of the world. Prerequisite: Sophomore class standing.

**REL 320**                      **Spirituality, Character, and Service**                      **3 credits**                      **Fall, Spring**  
This is a course that invites and facilitates personal discernment about vocation (understood as finding purpose, meaning, and direction in life) within a framework of spirituality, character, care for one's neighbor—and the interconnectedness of each. It offers students opportunities and experiences that invite critical self-reflection in the context of writings, beliefs, and practices of diverse views and contexts and participation in service-learning in the city. Prerequisite: Sophomore class standing.

**REL 320A**                      **Spirituality, Character, and Service**                      **3 credits**                      **PGS**  
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. Prerequisite: EN 111A + 112A.

### **Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99      *Developmental courses, Traditional program*  
100 - 299      *Lower-division courses, Traditional program*  
300 - 499      *Upper-division courses, Traditional program*  
500 - 699      *Graduate level courses, Traditional program*

### **PGS Courses (Taught in PGS cohort rotations)**

90A - 99A      *Developmental courses, PGS program*  
100A - 299A      *Lower-division courses, PGS program*  
300A - 499A      *Upper-division courses, PGS program*  
500A - 699A      *Graduate level courses, PGS program*

<b>REL 330</b>	<b>Church History I</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
<i>Also listed as HIS 330.</i> This course is a study of the development of Christian thought from the apostolic age up to the Reformation. As such, it explores the tensions and influences historical events, figures, and contexts have contributed to the life and thinking of the Christian Church and the various ways the Church has adapted and responded in the process. Prerequisite: Sophomore class standing.			
<b>REL 335</b>	<b>Restorative Justice</b>	<b>3 credits</b>	<b>Spring- Odd Years</b>
See SS 335.			
<b>REL 351</b>	<b>Christian Thought in American Culture</b>	<b>3 credits</b>	<b>As Needed</b>
<i>Also listed as TH 351.</i> This course is an examination of religious themes found in American culture through film, television, music and other media. Prerequisite: Sophomore class standing.			
<b>REL 370</b>	<b>Church History II</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
<i>Also listed as HIS 360.</i> This course is designed to continue the work begun in REL 330, tracing the development of Christian thought where that course left off, from the sixteenth century reformations and continuing to the present. As such, it explores the tensions and influences historical events, figures, and contexts have contributed to the life and thinking of the Christian Church and the various ways the Church has adapted and responded in the process. It will pay particular attention to the rise and development of various protestant denominations, including those which emerged during the holiness movement as well as the variety of theological movements emerging around the globe during the twentieth and twenty-first centuries. Prerequisite: Sophomore class standing.			
<b>REL 379</b>	<b>Selected Topics in Religion</b>	<b>1-3 credits</b>	<b>As Needed</b>
A study of historical developments in selected religions and movements in the history of the world. Offerings will range from travel tours to Israel and other destinations, to a focus on the English Reformation. This class may be taken more than once if the topic differs. Prerequisite: Junior class standing.			
<b>REL 500</b>	<b>Methods of Research in Biblical and Theological Studies</b>	<b>2 credits</b>	<b>As Needed</b>
This course introduces the graduate student to the MA Program in Biblical and Theological Studies. The Methods of the field of Biblical and Theological Studies will be introduced. The course is designed to advance the required skills of graduate study: research, reading, outlining, writing, editing, and presentation.			
<b>REL 531+REL 532</b>	<b>History of Christianity and Christian Thought I, II</b>	<b>3 + 3 credits</b>	<b>As Needed</b>
A study of the development of Christian doctrine from the apostolic age to the present; the tensions and influences historical events and non-Christian thought have exerted upon the life and thinking of the church and the contributions they have made to its doctrine. Prerequisite: Sophomore class standing or consent of instructor.			
<b>REL 571</b>	<b>Master Thesis</b>	<b>4 credits</b>	<b>As Needed</b>
The Master of Arts in Biblical and Theological Studies student must complete a formal thesis to complete the program. The course will be individually tailored for the student in consultation with the Director of the RCM Graduate Program and the student's thesis advisor. If the student is unable to complete the course within one semester, an "In Progress" contract will be developed and the student must register for REL 572 the following semester. The thesis or project will be graded on a Pass with Distinction/Pass/ No Pass basis.			
<b>REL 572</b>	<b>Master Thesis Extension</b>	<b>1-4 credits</b>	<b>As Needed</b>
This course is designed to offer the Master of Arts in Biblical and Theological Studies student an extension to complete the thesis initiated in REL 571. Students who have received an "In Progress" in REL 571 must register for this course to remain in the MA program. Students must continue the extension sequence until successful completion of the thesis (REL 571). This course and any subsequent extensions are eligible for an "In Progress" contract; however, the student must register for the next extension the following semester. On successful completion of REL 571, all courses listed as "In Progress" will revert to the appropriate Pass status. If the student is unsuccessful in defending one's thesis, the policy for "In Progress" will be invoked for all REL 571 and REL 572 courses one year after the last REL 572 course is listed as "In Progress." May be repeated a total of five (5) times.			
<b>REL 579</b>	<b>Selected Topics in Religion</b>	<b>3 credits</b>	<b>As Needed</b>
A study of historical developments in selected religions and movements in the history of the world. Offerings will range from travel tours to Israel and other destinations, to a focus on the English Reformation. This class may be taken more than once if the topic differs.			

## SOCIAL ENTREPRENEURSHIP

<b>SE 301</b>	<b>Entrepreneurial Enterprise</b>	<b>3 credits</b>	<b>As Needed</b>
This course explores the processes and skills needed to create new enterprises. Students will learn how to take a business idea, assess the idea using proper feasibility tools, and develop an appropriate business model and plan. The course will also explore how to raise financing, and execution/ implementations of the business. The student will explore this topic from the perspective of economic and/or social profit.			
<b>SE 311</b>	<b>Entrepreneurial Leadership within an Urban Context</b>	<b>3 credits</b>	<b>Fall</b>
Building a business, managing a project, managing a division, leading a consulting engagement, or building a sales force all require you to lead - to lead and influence others. Leadership within the urban context is becoming more prevalent. In this course we will explore many leadership issues including the following: What is leadership? Can you lead? What do leaders do? Can a leader build a successful business and still be a good ethical and moral person? Why should anyone follow you? How do you lead an entrepreneurial setting within an urban context? Prerequisites: BUS 120 and Sophomore class standing.			

<b>SE 352</b>	<b>Project Management</b>	<b>3 credits</b>	<b>As Needed</b>
This course is a continuation of SE 301 that will focus on the growth, development and sustainability on the enterprise they initiated in SE 301 or students, who find their original entity “unsustainable”, may pivot to a different entity in this course. This course will also serve as an introductory course to project management with an emphasis in practical understanding and application. The course will cover the role of project management including project and program design, controlling, and planning. Students will apply course theme to scale or introduce additional product offerings. Required: Reliable internet access, Microsoft Project, word processing and spreadsheet experience or coursework in computer applications.			

## SPORTS MEDICINE

<b>SM 311</b>	<b>Clinical Evaluation of Athletic Injuries I: Lower Body</b>	<b>3 credits</b>	<b>Fall- Odd Years</b>
This course is designed to provide students with specific knowledge and practical skills required for sports injury assessment and evaluation techniques. This course will explore the basic mechanisms of athletically-related injuries specific athletic injuries to various parts of the lower body and the process and components of an injury evaluation. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: BIO 221, 222, EN 111,112.			
<b>SM 312</b>	<b>Clinical Evaluation of Athletic Injuries I: Upper Body</b>	<b>3 credits</b>	<b>Spring- Even Years</b>
This course is designed to provide students with specific knowledge and practical skills required for sports injury assessment and evaluation techniques. This course will explore the basic mechanisms of athletically-related injuries specific athletic injuries to various parts of the upper body and the process and components of an injury evaluation. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: BIO 221, 222, EN 111,112.			
<b>SM 393</b>	<b>Research Methods in Sports Medicine</b>	<b>3 credits</b>	<b>Spring- Even Years</b>
This course provides students with a theoretical introduction and applied experience which will allow them to critically analyze and evaluate completed research in the area of sports medicine. Students will examine methods of assessment, prescription, and evaluation in sports medicine activities and will be involved in designing and presenting a research and evaluation plan. Prerequisites: EN 112, KIN 230, Junior class standing.			
<b>SM 410</b>	<b>Therapeutic Modalities in Sports Medicine</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
This course is a study of various therapeutic modalities that aid in the healing process of injuries. The course covers the theory behind and proper use of these modalities with laboratory experience and covers physiological effects, indications, contraindications, protocols, injury pathology, and the reduction of pain. Prerequisites: BIO 221, 222, EN 111, 112.			
<b>SM 420</b>	<b>Therapeutic Exercise and Rehabilitation</b>	<b>3 credits</b>	<b>Spring- Odd Years</b>
This course covers the specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction. Included are treatment goals, exercise prescriptions and rehabilitation techniques. Prerequisites: BIO 221, 222, EN 111,112.			

## SOCIOLOGY

<b>SOC 100A</b>	<b>Team Dynamics</b>	<b>3 credits</b>	<b>PGS</b>
See BUS 100A.			
<b>SOC 140/140A</b>	<b>Principles of Sociology</b>	<b>3 credits</b>	<b>Fall, Spring/ PGS</b>
A systematic study of the social aspects of people, giving special attention to the effects of human interaction, social organization, cultural patterns, and social institutions. This course is designed to help university students clarify their understanding of themselves and the society in which they live.			
<b>SOC 240</b>	<b>Introduction to Peace Studies</b>	<b>3 credits</b>	<b>Spring- Even Years</b>
See REL 240.			
<b>SOC 250/ 250A</b>	<b>Criminology</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
This course examines the foundations, including criteria for assessing crimes; theories, from rational choice to social reaction; and types of crime. While focusing upon prevailing criminological wisdom, this course attempts to provide a broader view of criminality through highlighting some less recognized types of crime. These include economic crimes and crimes without victims and victims without crimes. Other issues will include guns, homicide, drugs, gangs, media, race, gender, and white collar crimes. Students will also consider how one's faith influences one's approach to crime and the criminal. Prerequisites: SOC 140 or PSY 140.			
<b>SOC 310</b>	<b>Religions of the World</b>	<b>3 credits</b>	<b>Spring</b>
See REL 310.			
<b>SOC 340/ 340A</b>	<b>Race and Ethics Relations</b>	<b>3 credits</b>	<b>Fall, Spring/ PGS</b>
A study of racial and ethnic minorities, group conflicts, and problems of human and cultural interaction. The emphasis is on seeing ethnic relations in their historical context and noting techniques that have brought progress and cooperation. Prerequisite (SOC 340): Sophomore class standing, SOC 140, and EN 111.			

### **Traditional Courses (Taught Fall and/or Spring, as indicated)**

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

### **PGS Courses (Taught in PGS cohort rotations)**

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

- SOC 345/ 345A Social Problems and Public Policy 3 credits Fall/ PGS**  
This course acquaints students with current social problems such as poverty, crime and violence, drug abuse, health care, family break-up, and the public policies devised by the federal government, state governments and local communities to reduce, remedy or ameliorate the problems. Unique solutions utilized by state and local communities will also be emphasized. The social justice and equity of these policies as they affect individuals and groups, especially racial, gender, cultural and ethnic minorities, will be explored particularly within the context of urban environments. Prerequisite (SOC 345) Sophomore class standing, SOC 140 or PS 140, and EN 111+112.
- SOC 350/ 350A Social Psychology 3 credits Fall- Even Years/ PGS**  
*Also listed as PSY 350.* Social Psychology is the systematic study of human behavior and its causes. Students will critically examine how human behavior is influenced by circumstances, other individuals, groups, and by social structures. The course seeks to understand both individual behavior and group behavior, and how individuals impact groups, and conversely how being part of a group shapes individuals. Prerequisite (SOC 350) PSY 140 or SOC 140, EN 111.
- SOC 360 Urban Sociology 3 credits Spring- Even Years**  
This course focuses on the socio-historic development of cities and how urbanites “experience” the city in both in the United States and in the Two-Thirds World. It explores the process of urbanization and urbanism and their impact on interpersonal social life. Methodologies of studying the city will be examined. The course will devote time to a discussion of the cities of the 21st century. Prerequisites: SOC 140 or URB 140, EN 111.
- SOC 370 Community Engagement: Tools for Social Change 3 credits Spring**  
See TH 370.
- SOC 382 Marriage and Contemporary Family Issues 3 credits Spring**  
This course explores marriage and family life with an emphasis on healthy marital and family patterns across the life span within a cross-cultural context. Issues explored will be intimacy, mate selection, marital interaction, marital developmental stages, communication principles, parental decisions and behaviors. Contemporary family forms will be investigated in a historical setting and examine the internal and external strengths and stressors faced by families. Prerequisites: SOC 140, EN 111.
- SOC 390 Poverty in the Urban Context 3 credits Spring- Odd Years**  
This course addresses the root causes of poverty in all its social and spiritual dimensions. The meaning of powerlessness will be examined along with theoretical and practical steps for the elimination of poverty, and the cultural and political factors that inhibit its eradication. The course will study poverty as a global urban and rural phenomenon. in is designed to grapple with theological issues related to poverty and development. The student will explore various theoretical debates on poverty, ethics of development, liberation theologies and evangelical reflection on social action to understand assumptions about poverty. The course will explore case studies for transforming poverty in less developed countries. Prerequisite: URB 140 or SOC 140.

## SPECIAL EDUCATION

- SPED 501A Foundations of Special Education 3 credits PGS**  
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 PGS**  
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 PGS**  
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 PGS**  
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 PGS**  
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 PGS**  
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 PGS**  
 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.

## SPORTS MANAGEMENT

**SRM 240 Fundamentals of Coaching 3 credits Spring- Even Years**  
 A comprehensive introduction to the coaching profession. Emphasis is placed on sports at the high school and college levels, as well as youth and recreational sports programs. This course is designed to develop and enhance the understanding of the concepts and techniques of coaching across five dimensions of coaching: philosophy, behavior, teaching, physical training, and management.

**SRM 250 Sports Ethics 3 credits Fall**  
*Also listed as PHIL 250.* This course is designed to prepare students to make decisions in sports based on professional ethics and standards of practice. Topics will include issues across age ranges and skill levels as well as issues within the private sector.

**SRM 260 Sociology in Sport 3 credits Fall- Odd Years**  
 This course looks at the relationships between sports and culture, including religion, politics, economics, race, arts and science.

**SRM 270 Facilities and Event Management 3 credits Fall- Even Years**  
 This course provides students an understanding of the complexities involved in sport facility and event management. This includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, scheduling and operations.

**SRM 340 Sports Psychology 3 credits Fall- Odd Years**  
 This course introduces students to psychological factors that influence athletes and exercise participants. Areas studied will include motivations to participate, management of anxiety, increasing self-esteem, reducing self-defeating thoughts, and performance enhancement. Prerequisite: Sophomore class standing.

**SRM 350 Communications in Sports 3 credits Fall- Even Years**  
 The course will review all aspects of public relations, starting with the foundations of PR in sport and progressing all the way through legal and ethical issues that sport public relations professionals encounter. The course examines the role of communication in sport as an integral component of the sport organization’s overall strategies and messaging. By the end of the course students should have a complete understanding of the operation of communication in sport at all levels of sports (amateur, collegiate, professional) and the role of sport in American society. Prerequisite: Sophomore class standing.

**SRM 360 Sports Finance 3 credits Spring- Even Years**  
 The course involves students in the analysis of budget techniques and strategies for financial planning and decision-making in sport and athletic programs. It provides the financial and accounting skills necessary for sport managers to succeed in the sport industry. The course aims to provide practical, hands-on experience to real-life financial and budgeting challenges. Prerequisites: BUS 211 and BUS 212.

**SRM 450 Sports Law 3 credits Spring- Odd Years**  
 This course will study the practitioner’s role in the relationship between physical activity and legal issues. The course includes analysis of the legal aspects of sports, athletics, and other physical activity in society. Topics such as tort law, contract law, constitutional law, and Title IX are included. Particular emphasis is given to liability and risk management in the supervision of sports and physical activities. Prerequisite: SRM/PHIL 250.

**SRM 460 Sports Marketing 3 credits Spring- Odd Years**  
 The course will explore the concepts of sports marketing by studying the market and clarifying the organizational needs and goals of a sport. Emphasis will be on the development and implementation of sports marketing strategies through sponsorships, licensing, pricing, promotions, advertising, broadcasting and sales. Prerequisite: MKTG 242.

## SOCIAL SCIENCE

**SS 201 Seminar in Leadership 2 credits As Needed**  
 Designed to introduce student leaders to the basic concepts of leadership. This is accomplished by developing an understanding of leadership definitions, theories, and models through self-reflection and evaluation of each student’s leadership skills and abilities. May fulfill Core Studies requirements.

### *Traditional Courses (Taught Fall and/or Spring, as indicated)*

90 - 99 Developmental courses, Traditional program  
 100 - 299 Lower-division courses, Traditional program  
 300 - 499 Upper-division courses, Traditional program  
 500 - 699 Graduate level courses, Traditional program

### *PGS Courses (Taught in PGS cohort rotations)*

90A - 99A Developmental courses, PGS program  
 100A - 299A Lower-division courses, PGS program  
 300A - 499A Upper-division courses, PGS program  
 500A - 699A Graduate level courses, PGS program

<b>SS 220A</b> See BUS 220A.	<b>Human Resource Development</b>	<b>3 credits</b>	<b>PGS</b>
<b>SS 252A</b>	<b>Cultural Studies</b>	<b>3 credits</b>	<b>PGS</b>
This course is a general survey of cultural anthropology, which is one of the main branches of general Anthropology. Employs a global and holistic perspective to examine the economic, social, political, cultural, and ideological integration of society. The comparative, cross-cultural method distinctive to anthropology is used to explore the diverse ideas and behavior that characterize humanity and the human condition. Presents the fundamental questions that cultural anthropologists ask, the methods they use to answer these questions, and some of the uses of anthropological knowledge. Self-reflection and critical analysis of one's own world view assumptions and cultural belief system are fundamental objectives of the course.			
<b>SS 300A</b>	<b>Leadership &amp; Diversity</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>SS 335</b>	<b>Restorative Justice</b>	<b>3 credits</b>	<b>Spring- Odd Years</b>
<i>Also listed as REL 335.</i> In this course, students will critically examine the values, principles, and practices of restorative justice as it compares to the more familiar U.S. criminal legal system. The course explores the needs and roles of key stakeholders (victims, offenders, communities, justice systems) and identifies challenges and possibilities to the use of restorative justice models. Students will consider secular and religious understandings of justice – including the indigenous and non-western influences. Students will also have the opportunity to learn from individuals engaged in the practice of restorative justice. Prerequisites: PSY 140, SOC 140, junior class standing.			
<b>SS 351</b>	<b>Cultural Anthropology</b>	<b>3 credits</b>	<b>As Needed</b>
A study of the theories of origin and aims of human society, including comparative examination of cultural patterns, growth, and change through analysis of selected primitive and advanced societies including the impact of the physical environment, social structures, religion and language development. Prerequisites: EN 111 plus one course from PS 140, PSY 140, SOC 140, or consent of instructor.			
<b>SS 353A</b> See ED 353A.	<b>Cultural Diversity</b>	<b>3 credits</b>	<b>PGS</b>
<b>SS 380/ 380A</b>	<b>Conflict Resolution</b>	<b>3 credits</b>	<b>Spring/ PGS</b>
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.			
<b>SS 390A</b>	<b>Practicum: Exploring Aspects of CJ and Legal Professions</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>SS 391A</b>	<b>Research Design and Applied Statistics</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>SS 393</b>	<b>Research Methods and Applied Statistics</b>	<b>4 credits</b>	<b>Fall, SPring</b>
The fundamentals of research methods and applied statistics, including qualitative and quantitative approaches. The course will emphasize the use of descriptive and inferential statistics using Excel statistical software package. Prerequisite: College-level math course; MA 104 or MA 242 are recommended.			
<b>SS 395A</b>	<b>Data Analysis for Criminal Justice and Criminology</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>SS 402A</b>	<b>Criminal Justice Administration</b>	<b>3 credits</b>	<b>PGS</b>
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.			
<b>SS 403</b>	<b>Grant Writing and Fundraising</b>	<b>3 credits</b>	<b>As Needed</b>
<i>Also listed as URB 403.</i> This focus of this course is to consider the nature and role of grant writing and fundraising within the context of urban programs and organizations, private or public, for-profit or non-profit. Special consideration is given to strategic planning, budget preparedness, grant prospects, the letter of inquiry, and grant proposal artianship as well as the process of planning and successfully executing a fundraising event or special project. Prerequisites: Junior class standing, EN 111+112.			
<b>SS 420/ SS 420A</b>	<b>Addictions, Mental Health, and Trauma</b>	<b>3 credits</b>	<b>Fall/ PGS</b>
<i>Also listed as SW 420.</i> This course examines how substance abuse, addiction, trauma, and mental health issues are contributing factors in criminal activity and victimology. Students will gain understanding of substance abuse, incorporating developmental approaches, treatment models, relapse prevention, issues of diversity, and impact on significant others. Students will also acquire knowledge of mental health problems, and learn a common language for diagnosis and treatment interventions. Students will learn about trauma, its impact on the brain, trauma across the lifespan (emphasis on developmental trauma), as well as, pathways for healing. Culturally competent, strength-based, and family systems approaches will be featured. Prerequisites (SS 420): Junior class standing, PSY 140, SOC 140, EN 111+112.			

**SS 455A Restorative Justice Capstone 3 credits PGS**  
 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.

## SOCIAL WORK

**SW 200 Exploring Social Work 3 credits Fall**  
 This is the first course in the social work sequence and is an introduction to the profession of social work as well as an overview of the various fields of social welfare and social work. This course is intended to assist students to explore a career in social work by presenting a comprehensive overview of the field and to help individual students define various areas for future study. The course integrates knowledge from liberal arts and social science courses into a beginning foundation for the ten social work competencies and accompanying practice behaviors as well as an understanding of needs and issues for the welfare of society. Prerequisite: EN 111 (concurrent enrollment allowed)

**SW 330/ 330A Life Span Human Development 3 credits Spring/ PGS**  
 See HD 330/ 330A.

**SW 379, SW 479 Selected Topics in Intervention 2 credits As Needed**  
 In-depth investigation and study of social work intervention issues and strategies. Course may be repeated once. Various topics are taught each academic year. Prerequisite: PSY 140 or SOC 140 or consent of instructor.

**SW 380 Practice I: Individuals 4 credits Spring**  
 An introduction to generalist social work interventions targeted to individuals within a variety of systemic contexts. Beginning with lab-format acquisition of social work interviewing skills, the class integrates liberal arts as well as previously acquired theory and knowledge with the planned change process. This experiential practice class walks through engagement, assessment, intervention and evaluation to form strategic and purposeful and ethical prevention and intervention techniques. Prerequisite: SW 200 or consent of instructor.

**SW 385 Practice II: Families and Groups 4 credits Fall**  
 The second of three practice classes and deals with prevention and intervention within families and small groups. The concepts of families and groups will be discussed and the variety of dynamics will be explored through lenses of construct and diversity. Focus will include understanding and assessing family and small group functioning, planning strategic interventions, and effectively terminating and evaluating services with these client groups. Special practice emphasis will be placed on integrating generalist social work theory, knowledge and skills with common family and group issues to which the planned change model can be applied. Prerequisite: SW 200.

**SW 390 Practice III: Organizations and Communities 4 credits Spring**  
 The third in the series of practice classes and builds on components developed in the previous practice experiences. Focused on the analysis and effective functioning of large systems for the purpose of advocacy, prevention, and intervention targeted toward vulnerable populations, this course applies the planned change process and other competencies to communities and organizations. It addresses specific needs of macro-systems including funding and grant-writing and prepares students to positively contribute to the field practicum setting. Prerequisite: SW 200 or consent of instructor.

**SW 420 Addictions, Mental Health, and Trauma 3 credits Fall**  
 See SS 420

**SW 481 Family Violence Across the Life Span 2 credits As Needed**  
 A comprehensive introduction to the subject of family maltreatment across the life span. Focus will include child physical, sexual, and psychological abuse and neglect; investigation and intervention in child maltreatment; sexual offenders; domestic violence; and elder maltreatment. The role of protective factors and resiliency/adaptability will also be explored as they relate to family abuse. In addition, each major topic area will be studied from an ecological perspective examining interacting explanations from a variety of levels: social; cultural; family; and individual. Prerequisite: PSY 140 or SOC 140 or consent of instructor.

**SW 482 Child Welfare 2 credits Spring- Even Years**  
 An introduction to the field of child welfare from a historical, theoretical, and practice perspective. The course will explore services to children and families including the following: services that “support” families to enhance family functioning and child development; services that “supplement” families struggling to regain and/or maintain balance; and services that “substitute” care when the family is unable to provide for the basic needs of a child either temporarily or permanently. Prerequisite: PSY 140 or SOC 140 or consent of instructor.

**SW 485 Human Trafficking and Human Rights 3 credits Spring**  
 This course is designed to help students gain a better understanding of contemporary human trafficking and human rights. Students will examine human trafficking through a human rights approach and investigate violations of human rights as causes and consequences of human trafficking. Students will learn about various human rights abuses at different stages in the trafficking cycle. Students will also learn about the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking and the methods used to recruit and control them. Key terminology, types of human trafficking, and an understanding of the scope of the problem, both domestically and globally will be addressed. The

### ***Traditional Courses (Taught Fall and/or Spring, as indicated)***

90 - 99 Developmental courses, Traditional program  
 100 - 299 Lower-division courses, Traditional program  
 300 - 499 Upper-division courses, Traditional program  
 500 - 699 Graduate level courses, Traditional program

### ***PGS Courses (Taught in PGS cohort rotations)***

90A - 99A Developmental courses, PGS program  
 100A - 299A Lower-division courses, PGS program  
 300A - 499A Upper-division courses, PGS program  
 500A - 699A Graduate level courses, PGS program

roles that entities such as government, NGOs, media, faith-based agencies, organized crime and culture play in this complex human rights and social (in)justice issue will also be explored. A focus on the local community is at the heart of this course and the format integrates guest speakers invested in human rights and anti-trafficking work. Prerequisite: Junior class standing or consent of instructor.

**SW 491**                      **Field Practicum I**                      **4 credits**                      **Fall, Spring**  
Fall Semester. The first 225-hour internship over the fall semester (5 credits) in which students are placed in a variety of agencies and organizations under professional supervision within the urban context of the metropolitan Portland area. The Field Practicum, along with the concurrent SW 495, Field Practicum Seminar I, provides the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised periods of observation and direct service, which will provide the focus for the assessment components of the seminar. Offered as Pass/No Pass only. Prerequisite: Admission to the Social Work Program. Corequisite: SW 495.

**SW 492**                      **Field Practicum II**                      **4 credits**                      **Fall, Spring**  
Spring Semester. The Field Practicum II, along with the concurrent Field Practicum Seminar II (SW 496), continues to provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will continue their placement in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. Students will continue to demonstrate the practice behaviors associated with entry-level competencies necessary for entry-level generalist social work professionals. The application of grant writing skills and the integration of practice skills with organizations and communities (SW 390) will be emphasized. Offered as Pass/No Pass only. Prerequisite: Admission to the Social Work Program. Corequisite: SW 496.

**SW 495**                      **Field Practicum Seminar I**                      **2 credits**                      **Fall**  
A weekly seminar course that is held in conjunction with Field Practicum I. The seminar and the field practicum provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. Prerequisite: Admission to the Social Work Program. Corequisite: SW 491.

**SW 496**                      **Field Practicum Seminar II**                      **2 credits**                      **Spring**  
A weekly seminar course that is held in conjunction with Field Practicum II. The seminar and the field practicum provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. During the spring semester the application of grant writing skills and the integration of practice skills with organizations and communities (SW 390) will be emphasized. Prerequisite: Admission to the Social Work Program. C-requisite: SW 492.

## THEOLOGY

**TH 200**                      **An Introduction to Christian Theologies**                      **3 credits**                      **As Needed**  
This class is a basic introduction to Christian theologies for students in the certificate program. The goal of the class is to introduce students to processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to the historical communities of the Christian faith and which continue to carry important implications for engaging 21st century contexts. Available only in the Certificate of Ministry Leadership and Practice program.

**TH 310**                      **Christian Ethics**                      **3 credits**                      **As Needed**  
This course will engage and analyze both historic and contemporary ethical approaches informed by Christian perspectives and apply them to current complex ethical dilemmas, topics, and contexts. It will do so with an eye toward human dignity, virtue formation, and the social implications of ethical choices. Prerequisite: Sophomore class standing.

**TH 351**                      **Christian Thought in American Culture**                      **3 credits**                      **As Needed**  
See REL 351.

**TH 370**                      **Community Engagement: Tools for Social Change**                      **3 credits**                      **Spring**  
*Also listed as SOC 370.* This is a praxis/experiential learning oriented course focusing on deeply understanding some of the social concerns impacting our communities today (socially, structurally, theologically, economically, and/or relationally), thinking theologically about them through a Christ-centered frame, and learning and practicing methods and tools for enacting sacred social change. During this course, students will participate with their classmates in practicing the stages of the community organizing cycle alongside partners and organizers in the city toward impacting real change in real time.

**TH 401**                      **Constructive Theology I**                      **3 credits**                      **Spring- Odd Years**  
This class will engage students in processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to Christian communities and which continue to carry important implications for engaging 21st century contexts. In this course, students will explore themes such as the role of the theologian and ideas and questions about God, Humankind, Sin, Jesus and Salvation. Students will explore historical interpretations, current questions, and articulate their own approaches to these themes in community with attention to the sources of these ideas and their implications for people and communities today. Prerequisite: Junior class standing.

**TH 402**                      **Constructive Theology II**                      **3 credits**                      **Spring- Odd Years**  
Continuing the work of Constructive Theology I, this class will engage students in processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to Christian communities and which continue to carry important implications for engaging 21st century contexts. In this course, building on the work from Constructive Theology I, students will explore themes such as the Holy Spirit, Church and culture, Shalom or the Kingdom of God, and the function of theology in our world. Students will explore historical interpretations, current questions, and write their own constructive approaches to these themes in community with attention to the sources of these ideas and their implications for people and communities today. Prerequisite: TH 401.

<b>TH 405</b>	<b>Independent Study</b>	<b>2-3 credits</b>	<b>As Needed</b>
Independent Study involves original research and writing in an area agreed to by the professor and the student. Consent of the instructor and junior class standing is required for Independent Study. A special study petition must be completed before consent is granted.			
<b>TH 455</b>	<b>Christian Theologians</b>	<b>3 credits</b>	<b>As Needed</b>
A study of persons as well as theological movements and developments that have made significant theological contributions to the thought and practice of the Christian Church. This class may be taken more than once if the topic differs. Prerequisite: Junior class standing.			
<b>TH 501</b>	<b>Constructive Theology I</b>	<b>3 credits</b>	<b>As Needed</b>
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.			
<b>TH 502</b>	<b>Constructive Theology II</b>	<b>3 credits</b>	<b>As Needed</b>
Continuing the work of Constructive Theology I, this class will engage students in processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to Christian communities and which continue to carry important implications for engaging 21st century contexts. In this course, building on the work from Constructive Theology I, students will explore themes such as the Holy Spirit, Church and culture, Shalom or the Kingdom of God, and the function of theology in our world. Students will explore historical interpretations, current questions, and write their own constructive approaches to these themes in community with attention to the sources of these ideas and their implications for people and communities today. Prerequisite: TH 501.			
<b>TH 505</b>	<b>Independent Study</b>	<b>2-3 credits</b>	<b>As Needed</b>
Independent Study involves original research and writing in an area agreed to by the professor and the student. Consent of the instructor is required for Independent Study. A special study petition must be completed before consent is granted.			
<b>TH 510</b>	<b>Christian Ethics</b>	<b>3 credits</b>	<b>As Needed</b>
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.			
<b>TH 555</b>	<b>Christian Theologians</b>	<b>3 credits</b>	<b>As Needed</b>
A study of persons as well as theological movements and developments that have made significant theological contributions to the thought and practice of the Christian Church. This class may be taken more than once if the topic differs.			

## URBAN STUDIES

<b>URB 140</b>	<b>Introduction to the City</b>	<b>3 credits</b>	<b>As Needed</b>
This is an introduction to the discipline of Urban Studies, the study of the city and urban life. It acquaints the student with an understanding of the nature of the city. In this course the city is the "textbook" and students will spend much of the time in on-site field visits exploring the various aspects of urban life. Additional fees required.			
<b>URB 160</b>	<b>FYLC Topics Course</b>	<b>3 credits</b>	<b>Fall</b>
The First Year Learning Community (FYLC) topics course explores topics relevant to Portland, immersing students in interdisciplinary, collaborative, hands-on learning. The specific FYLC course subjects vary from year to year, based on student and faculty interest. Regardless of the subject area, the course will focus on: 1) cultivating curiosity by approaching relevant real-world issues as co-learners and problem-solvers; 2) using the city as classroom and teacher; 3) building community that encourages mutual academic, social, emotional, and spiritual support; and 4) connecting otherwise separated aspects of university life. Each FYLC topics course intentionally brings social, spiritual, and personal growth into the curricular learning context within the framework of the university's mission and values of being Christ-centered, urban, liberal arts, and diverse.			
<b>URB 235</b>	<b>The City and the Arts</b>	<b>3 credits</b>	<b>As Needed</b>
See FA 235.			
<b>URB 370</b>	<b>History of the American City</b>	<b>3 credits</b>	<b>As Needed</b>
See HIS 370.			
<b>URB 403</b>	<b>Grant Writing and Fundraising</b>	<b>3 credits</b>	<b>Fall- Even Years</b>
See SS 403.			

### *Traditional Courses (Taught Fall and/or Spring, as indicated)*

90 - 99	Developmental courses, Traditional program
100 - 299	Lower-division courses, Traditional program
300 - 499	Upper-division courses, Traditional program
500 - 699	Graduate level courses, Traditional program

### *PGS Courses (Taught in PGS cohort rotations)*

90A - 99A	Developmental courses, PGS program
100A - 299A	Lower-division courses, PGS program
300A - 499A	Upper-division courses, PGS program
500A - 699A	Graduate level courses, PGS program

**EXECUTIVE CABINET****Brian L. Johnson**

President; Ph.D., English, University of South Carolina.

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