WARNER PACIFIC UNIVERSITY

2026-2027 Catalog

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/) 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 Location

Warner Pacific University is located at the base of Mount Tabor in the city of Portland, Oregon. Some programs are also offered online.

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

Campus Directory

Main Switchboard: 503-517-1000
Toll Free: 800-804-1510

Academic Affairs 503-517-1036
Academic Support Center....503-517-1005
Admissions (Front Desk).....503-517-1020
Advancement 503-517-1114
Alumni Relations 503-517-1026
ASWPU.....503-517-1193
Athletics 503-517-1370
Auxiliary Services.....503-517-1057
Cafeteria.....503-517-1090
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.....503-517-1515
Student Accounts 503-517-1207
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

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 all, 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 divided 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 Year Begins: August 22, 2026

Traditional Fall Semester 2026: August 24 - December 10, 2026

New Students Arrive/Residence Halls Open at 9:00 a.m. ..... August 20, 2026
Classes Begin ..... August 24
Last Day to Register for a New Schedule for the Term ..... August 24
Convocation, 10:30 a.m. ..... August 25
Last Day to Add an Individual Class to an Existing Schedule ..... September 4
Labor Day Holiday ..... September 7
Census Day ..... September 8
Last Day to Drop (no "W") ..... September 14
Midterm Break ..... October 8-9
Midterm Grades Due, 5:00 p.m. ..... October 1
Last Day to Withdraw ("W") or P/NP ..... October 3
Spring Schedule Registration Review ..... November 2-13
Preparation for Thanksgiving (campus closed for afternoon) ..... November 25
Thanksgiving Holiday ..... November 26-27
Fall Classes End ..... December 4
Final Exams ..... December 7-10
Winter Commencement ..... December 12
Fall Final Grades Due, 5:00 p.m. ..... December 15

Traditional Spring Semester 2027: January 11 - May 6, 2027

New Students Arrive/Residence Halls Open at 9:00 a.m. ..... January 10, 2027
Classes Begin ..... January 11
Last Day to Register for a New Schedule for the Term ..... January 11
Martin Luther King Holiday ..... January 18
Last Day to Add an Individual Class to an Existing Schedule ..... January 22
Census Day ..... January 25
Last Day to Drop (no "W") ..... February 1
President's Day Holiday ..... February 15
Midterm Grades Due, 5:00 p.m. ..... March 5
Last Day to Withdraw ("W") or P/NP. ..... March 19
Spring Break ..... March 22-26
Good Friday (campus closed for the afternoon) ..... March 26
Registration Begins: Summer '25, Fall '26, Spring '26 ..... March 29
Spring Classes End ..... April 30
Final Exams ..... May 3-6
Spring Commencement ..... May 8
Spring Final Grades Due, 5:00 p.m. ..... May 11

Traditional Summer Semester 2027: May 17– August 13, 2027

Traditional Academic Year Ends: August 21, 2027

Looking Ahead: Fall 2027 Classes Begin: August 23, 2027

PGS Academic Year Begins: June 29, 2026

PGS Fall Semester 2026: June 29 - December 20, 2026

PGS Semester Begins ..... June 29, 2026
Independence Day Holiday (classes meet online) ..... July 4
Labor Day Holiday (classes meet online) ..... September 7
Thanksgiving Holiday (classes meet online) ..... November 25-27
Winter Commencement ..... December 12
PGS Semester Ends ..... December 20

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

- PGS Undergraduate: Fall Module 1 ..... June 29 - August 2
- PGS Undergraduate: Fall Module 2 ..... August 3 - September 6
- PGS Undergraduate: Fall Module 3 ..... September 7 - October 11
- PGS Undergraduate: Fall Module 4 ..... October 12 - November 15
- PGS Undergraduate: Fall Module 5 ..... November 16 - December 20

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

- PGS Graduate: Fall Module 1 ..... June 29 - August 9
- PGS Graduate: Fall Module 2 ..... August 10 - September 20
- PGS Graduate: Fall Module 3 ..... September 21 - November 1
- PGS Graduate: Fall Module 4 ..... November 2 - December 13

PGS Spring Semester 2027: January 4 - June 27, 2027

PGS Spring Semester Begins ..... January 4, 2027
Martin Luther King Holiday (classes meet online) ..... January 18
President's Day Holiday (classes meet online) ..... February 15
Spring Break (classes meet online) ..... March 22 - 26
Spring Commencement ..... May 8
Memorial Day Holiday (classes meet online) ..... May 31
Juneteenth Holiday (classes meet online) ..... June 19
PGS Spring Semester Ends ..... June 27

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

- PGS Undergraduate: Spring Module 1 ..... January 4 - February 7
- PGS Undergraduate: Spring Module 2 ..... February 8 - March 14
- PGS Undergraduate: Spring Module 3 ..... March 15 - April 18
- PGS Undergraduate: Spring Module 4 ..... April 19 - May 23
- PGS Undergraduate: Spring Module 5 ..... May 24 - June 27

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

- PGS Graduate: Spring Module 1 ..... January 4 - February 14
- PGS Graduate: Spring Module 2 ..... February 15 - March 28
- PGS Graduate: Spring Module 3 ..... March 29 - May 9
- PGS Graduate: Spring Module 4 ..... May 10 - June 20

PGS Academic Year Ends: June 27, 2027

ASSOCIATE OF ARTS (A.A.) DEGREES	FORMAT	COLLEGE/SCHOOL	PAGE
A.A. in General Studies	Traditional	College of Arts & Sciences	54
A.A. in General Studies	PGS	College of Arts & Sciences	110
A.A. in Organizational Dynamics	PGS	School of Business	111
A.A. in Organizational Dynamics, Christian Entrepreneurship Emphasis	PGS	School of Business	112

ASSOCIATE OF SCIENCE (A.S.) DEGREES	FORMAT	COLLEGE/SCHOOL	PAGE
A.S. in Business Administration	Traditional	School of Business	60
A.S. in Health Sciences	Traditional	College of Arts & Sciences	54
A.S. in Life Sciences	Traditional	College of Arts & Sciences	54
A.S. in Social Science	Traditional	School of Social Science and Social Work	72
A.S. in Social Science	PGS	School of Social Science and Social Work	123
A.S. in Sports Performance	Traditional	College of Arts & Sciences	54

BACHELOR OF ARTS (B.A.) DEGREES	FORMAT	COLLEGE/SCHOOL	PAGE
B.A. in Accounting	PGS	School of Business	113
B.A. in Business Administration	PGS	School of Business	113
B.A. in Business Administration, Health Care Admin Emphasis	PGS	School of Business	114
B.A. in Business Administration, Human Resource Mgmt Emphasis	PGS	School of Business	114
B.A. in Pastoral Studies, Pastoral Leadership Emphasis	Traditional	College of Arts & Sciences	50
B.A. with an Individualized Major	Traditional	Varies	39

BACHELOR OF SCIENCE (B.S.) DEGREES	FORMAT	COLLEGE/SCHOOL	PAGE
B.S. in Accounting	Traditional	School of Business	57
B.S. in Biological Science, General Biology Emphasis	Traditional	College of Arts & Sciences	48
B.S. in Biological Science, Human Biology Emphasis	Traditional	College of Arts & Sciences	48
B.S. in Business Administration	Traditional	School of Business	58
B.S. in Business Administration, Entrepreneurship Emphasis	Traditional	School of Business	58
B.S. in Business Administration, Health Care Admin Emphasis	Traditional	School of Business	59
B.S. in Business Administration, Human Resource Mgmt Emphasis	Traditional	School of Business	59
B.S. in Business Administration, Leadership/Management Emphasis	Traditional	School of Business	59
B.S. in Criminal Justice	PGS	School of Social Science and Social Work	124
B.S. in Criminology and Justice	Traditional	School of Social Science and Social Work	67
B.S. in Criminology and Justice with Bachelor of Social Work (BSW)	Traditional	School of Social Science and Social Work	70
B.S. in Digital Marketing	Traditional	School of Business	60
B.S. in Digital Media and Communications	Traditional	College of Arts & Sciences	49
B.S. in Early Childhood/Elementary Education	Traditional	School of Education	64
B.S. in Early Childhood/Elementary Education	PGS	School of Education	119
B.S. in Early Childhood/Elementary Education with SPED	PGS	School of Education	119
B.S. in Kinesiology	Traditional	College of Arts & Sciences	50
B.S. in Psychology	Traditional	School of Social Science and Social Work	68
B.S. in Psychology and Human Development	PGS	School of Social Science and Social Work	124
B.S. in Psychology with Bachelor of Social Work (BSW)	Traditional	School of Social Science and Social Work	71
B.S. in Social Science	Traditional	School of Social Science and Social Work	68
B.S. in Sports Management, Administrative Emphasis	Traditional	College of Arts & Sciences	51
B.S. in Sports Management, Coaching Emphasis	Traditional	College of Arts & Sciences	51
B.S. in Sports Medicine	Traditional	College of Arts & Sciences	52
B.S. with an Individualized Major	Traditional	Varies	39

SPECIALIZED BACCALAUREATE DEGREES	FORMAT	COLLEGE/SCHOOL	PAGE
Bachelor of Science in Nursing (BSN), Prelicensure	Traditional	School of Nursing	66
Bachelor of Social Work (BSW)	Traditional	School of Social Science and Social Work	70
Bachelor of Social Work (BSW) with B.S. in Criminology and Justice	Traditional	School of Social Science and Social Work	70
Bachelor of Social Work (BSW) with B.S. in Psychology	Traditional	School of Social Science and Social Work	71

PREPROFESSIONAL PROGRAMS	FORMAT	COLLEGE/SCHOOL	PAGE
Pre-Chiropractic	Traditional	College of Arts & Sciences	52
Pre-Dentistry	Traditional	College of Arts & Sciences	52
Pre-Medicine	Traditional	College of Arts & Sciences	53
Pre-Naturopathic Medicine	Traditional	College of Arts & Sciences	52
Pre-Pharmacy	Traditional	College of Arts & Sciences	53
Pre-Physical Therapy	Traditional	College of Arts & Sciences	53
Pre-Physician Assistant	Traditional	College of Arts & Sciences	54

GRADUATE DEGREES	FORMAT	COLLEGE/SCHOOL	PAGE
Master of Arts in Organizational Leadership (M.A.O.L.)	PGS	School of Business	115
Master of Arts in Teaching (M.A.T.)	PGS	School of Education	120
Master of Business Administration (M.B.A.)	PGS	School of Business	116
M.B.A. with Management & Leadership Emphasis	PGS	School of Business	117
Master of Education (M.Ed.) with ESOL Emphasis	PGS	School of Education	121
Master of Education (M.Ed.) with Reading Interventionist Emphasis	PGS	School of Education	121
Master of Education (M.Ed.) with SPED Emphasis	PGS	School of Education	121

CERTIFICATE	FORMAT	COLLEGE/SCHOOL	PAGE
Christian Entrepreneurship Training	PGS	School of Business	112

MINORS	FORMAT	COLLEGE/SCHOOL	PAGE
Accounting	Traditional, PGS	School of Business	60, 115
Biblical and Theological Studies	Traditional	College of Arts & Sciences	55
Biology	Traditional	College of Arts & Sciences	55
Business Administration	Traditional, PGS	School of Business	61, 115
Chemistry	Traditional	College of Arts & Sciences	55
Coaching	Traditional	College of Arts & Sciences	55
Communications	Traditional	College of Arts & Sciences	55
Criminal Justice	Traditional, PGS	School of Social Science and Social Work	72, 125
Digital Marketing	Traditional	School of Business	61
Digital Media	Traditional	College of Arts & Sciences	56
Entrepreneurship	Traditional	School of Business	61
Health	Traditional	College of Arts & Sciences	56
Health Care Administration	Traditional, PGS	School of Business	61, 115
Human Resource Management	Traditional, PGS	School of Business	61, 115
Individualized Minor	Traditional	Varies	39
Mathematics	Traditional	College of Arts & Sciences	56
Physical Education	Traditional	College of Arts & Sciences	56
Psychology	Traditional, PGS	School of Social Science and Social Work	72, 125
Social Entrepreneurship	Traditional	School of Business	61
Sociology	Traditional	School of Social Science and Social Work	72
Sports Management	Traditional	College of Arts & Sciences	56
Trauma Intervention	Traditional	School of Social Science and Social Work	72

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. The office may also be reached by email at: 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

Applications for admission will 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; 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.

REQUIREMENTS OF THE ADMISSION PROCESS

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* showing completion of at least six semesters (12 terms) or passing scores from the GED must be submitted at the time of admission and sent directly from the issuing institution. These are required for all applicants to the freshman class. A final official transcript showing high school completion is required to finalize admittance.
   - Transfer students who have earned fewer than 12 semester college credits must submit both their high school and college transcripts.
   - Home-Schooled Applicants are required to submit a transcript or equivalent, signed by a parent or guardian. The transcript must list completed secondary school courses and confirm successful completion of home-school education.
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 WPU SAT Code: **4595**
   ACT Program: 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, Email: InCred@naia.org (Required for varsity athletes)
   World Education Service (WES), Web: www.wes.org, Email: info@wes.org
4. Students whose native language is not English are required to demonstrate English proficiency. The TOEFL (70+), IELTS (6.0+), Pearson PTE Academic (50+), Pearson English Express (50+), 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 an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 2) 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 p*etition 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 is required to complete the application process:

1. *A completed non-degree seeking student application for admission,* which includes a *Community Agreement.*

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+), Pearson PTE Academic (50+), Pearson English Express (50+), 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 an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 2) 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.

ADMISSION DECISION

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 Alert for the second semester of study.
3. **Admission on Academic Alert**
   A limited number of students who demonstrate ability and motivation to achieve academic success are granted full admission on Academic Alert and are expected to earn a 2.00 or higher grade point average in the first semester of enrollment. Students admitted on Academic Alert 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**

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 2027.
Prices listed are subject to change without notice.

Traditional Tuition and Fees 2026-2027

UNDERGRADUATE TUITION	PER SEMESTER	ACADEMIC YEAR
Full-time (12 to 18 credits)	$11,945	$23,890
Part-time (1-11 credits per semester), per credit	$990	
Overload (over 18 credits per semester), per overload credit	$990	
Audit fee, per credit	$260	

NURSING PROGRAM	PER SEMESTER	ACADEMIC YEAR
Full-time (12 to 18 credits)	$13,865	$27,730
Part-time (1-11 credits), per credit	$1,155	
Overload (over 18 credits per semester), per overload credit	$1,155	
Nursing Program Fee, per semester	$920	$1,840

SUMMER SESSION 2026*	
Traditional Undergraduate, per credit hour	$495

** Prices for Summer Semester 2027 will be available in February 2027.*
** 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	$260
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, per semester	$240	$480
Associated Students of Warner Pacific University, per semester	$90	$180
Technology Fee, per semester	$55	$110
Health and Wellness Fee, per semester	$95	$190
Student-Athlete Participation Fee, per semester	$125	$250
Residence Life Programming Fee, per semester (all residential students)	$20	$40

ADMINISTRATIVE AND SPECIAL FEES	
Acadeum Course Fee, additional per credit	$175
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/Independent Study Fee, additional per credit	$285
Graduation Fee- Nursing (includes pin, cap and gown)	$225
Graduation Fee - Undergraduate (includes cap and gown)	$195
ID Replacement Fee	$15
Late Registration Fee	$75
Parking Fee, each permit per semester	$85
Parking Fines, per violation	$20
Placement File Mailing Fee, per set	$11
Teacher Education Placement File Set-up Fee	$25
Transcript Fee, standard delivery	$10

ACADEMIC DIVISION FEES		
ART 100/120 Course Fee	$30	
Lab Science Course Fee	$50	
BIO 215/315 Malheur Course Fee	$300	
BIO 221/250/310/330/370/420 Course Fee	$55	
CHEM 211/212/301/302/412 Course Fee	$55	
COMM 250/360 Course Fee	$80	
ED 372 Course Fee	$175	
ED 491 Student Teaching I Fee	$150	
ED 492/493 Practicum Fee	$150	
ED 495 Student Teaching II Fee	$300	
PHY 221/222 Course Fee	$55	
PSY 340 (if auditing or taken as part of block tuition)	$30	
PSY 340 (if taken for credit)	$150	
PSY 416 Course Fee	$50	
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	$2,765	$5,530
Smith & Warman, Single Room, requires Platinum meal plan	$3,475	$6,950

APARTMENT RATES, PER RESIDENT	PER SEMESTER	ACADEMIC YEAR
Division Street – 1 Bedroom*		
Standard, Shared Room	$2,765	$5,530
Whole Unit	$5,460	$10,920
Division Street – 2 Bedroom*		
Standard, Shared Room	$2,640	$5,280
Single Room	$4,025	$8,050
Whole Unit	$6,620	$13,240
Saxon*		
Standard, Shared Room	$3,295	$6,590
Single Room	$4,475	$8,950
Whole Unit	$8,890	$17,780
Tabor Terrace (Mary Husted, Pearl Lewis, Warner Monroe)*		
Standard, Shared Room	$2,815	$5,630
Single Room	$4,285	$8,570
Whole Unit	$7,550	$15,100

HOUSING RATES, PER HOUSE. PER SEMESTER		
Rainier House (divide by number of occupants)*	$12,275	$24,550
Caldwell and Tabor House* (divide by number of occupants)*	$13,580	$27,160

MEAL PLANS Meal Plan Required for All Locations		
Platinum Meal Plan (required for all Residence Hall Residents)	$3,005	$6,010
Gold Meal Plan (minimum plan required for *marked locations)	$2,520	$5,040
Silver Meal Plan (minimum plan required for **marked locations)	$670	$1,340
Knights Meal Plan (required for all student athletes not living on campus)	$540	$1,080
Bronze Meal Plan (required for all other Freshmen not living on campus)	$410	$820
Commuter Flex Dollars (required for all other Sophomores & Juniors not living on campus)	$155	$310

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

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 due by August 1st for the fall semester and December 15th for the spring semester, and 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. Unpaid balances, including those created or increased after initial clearance, may be subject to a 1.5% monthly service charge (18% annually).

If a student's unpaid balance exceeds $1000 and the student has not made satisfactory payment arrangements by the end of the fourth day of the semester, their registration will be cancelled and all course enrollments will be dropped. When this happens, the student's reserved slot in courses is no longer guaranteed. Once the student has made satisfactory payment arrangements and their account is in good standing, the student may re-register for any available courses until the end of the second week of semester (the last day to add). Students who have been dropped may not under any conditions continue attending any courses or living in campus housing after the second week of the semester unless the student has made satisfactory payment arrangements and their account is in good standing.

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 until such obligations are satisfied. Diplomas are not released to any student until the student account balance is zero. In addition to withholding 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 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 Student Aid Index (SAI), 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 SAI 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 SAI 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 and age of the parent(s). 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 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 Grant (TEACH): The Federal TEACH Grant Program provides grants to students completing or planning to complete course work needed to begin a career in teaching. 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 Counseling and the Agreement to Serve in which the student agrees to:

- Serve as a full-time teacher for four academic years at an elementary school, secondary school, or educational service agency that serves low-income students;
- Teach in a high-need field; and
- Complete the required four years of teaching within eight years after graduating or otherwise 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. Students requesting the TEACH Grant 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. More details are available at https://studentaid.gov/TEACH.

At Warner Pacific University, the TEACH Grant is available to graduate students in the MAT and MEd programs and to junior or senior undergraduate students in the BS in Early Childhood/Elementary Education program. Students may contact the Office of Financial Aid for additional information and an application form.

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.

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.

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. 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.

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 or contact the Student Loan Advocate at 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

A student seeking to withdraw from all courses must notify the Office of Student Success and Engagement. A retention specialist will provide the student with guidance regarding the withdrawal procedures.

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 GPA standard is cumulative and includes all periods of enrollment, including transfer credits and periods 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
- Three-quarter time – at least nine credits
- Half time – at least six 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 and pace 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 enrollment is calculated as a percentage of the full-time standard. Periodic evaluations monitor the student's cumulative pace of progression toward degree completion within maximum timeframes. A student must earn credit for at least 67% of credits attempted to ensure that they will graduate within the maximum timeframe. Pace is calculated by dividing the cumulative number of credits earned by credits attempted. 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.

The full Community Agreement, along with detailed co-curricular policies and behavioral expectations, is published in T*he Squire*, Warner Pacific's official student handbook. In the event of any discrepancy between this catalog and *The Squire*, the co-curricular policies and behavioral expectations outlined in *The Squire* shall prevail. The Squire is available at: https://www.warnerpacific.edu/resources/for-students/.

CAMPUS LIFE & STUDENT ENGAGEMENT

Warner Pacific University is committed to fostering a vibrant, Christ-centered campus life where students are encouraged to grow as leaders, community members, and individuals of purpose. Through co-curricular involvement in student leadership, residential communities, spiritual life, and athletics, students engage in meaningful relationships and experiences that complement their academic journey. These opportunities are designed to support holistic development—spiritually, socially, emotionally, and physically—in alignment with the University's mission to prepare students for lives of service and impact.

Residence Life

The Office of Residence Life provides a safe, welcoming, and inclusive residential experience that supports community engagement, personal growth, and student success. Residence Life staff create and maintain living environments conducive to academic and personal development. Their responsibilities include responding to student concerns, assisting guests, facilitating educational and social programming, establishing safety protocols, and reinforcing the core values of Warner Pacific University.

Campus Ministries

Campus Ministries cultivates the love of God by offering pastoral care, developing transformational leaders, and fostering Christ-centered community on campus and in the city of Portland. College is often a time of spiritual exploration, and Warner Pacific supports students in deepening their faith and engaging their spiritual identity, regardless of denominational background.

Spiritual formation is central to the health and vitality of the University community. Students are encouraged to participate in campus chapel gatherings and community service. Chapel takes place on Tuesdays and Thursdays in McGuire Auditorium.

Chapel and Service Expectations

- **Residential Students** (enrolled in 12 or more credits): Required to attend at least 1**5 chapel services per semester** and complete **10 hours of community service per semester**. Service hours may be earned through approved off-campus service projects and social action efforts. Opportunities are coordinated through the Division of Student Success and Engagement.
- **Commuter Students** (enrolled in 12 or more credits): Required to complete **a total of 25 hours per semester** of chapel attendance and/or service. Students may count up to 20 hours in either category but must have a minimum of 5 hours in each by the end of the semester.

Details on fines and accountability procedures for missed requirements are available in *The Squire*.

Student Leadership and Organizations

Warner Pacific offers opportunities for leadership and engagement through student government, campus organizations, and co-curricular programming. These experiences help students build community, develop leadership skills, and contribute to campus life. Students are encouraged to participate in existing organizations or start new ones based on shared interests and goals.

For the most current list of student organizations and leadership roles—and instructions on how to get involved—please refer to *The Squire*.

Athletics

Competitive athletics for men and women are an important component of the Warner Pacific student experience. Athletics contribute to campus spirit, pride, and student development, reflecting the University's commitment to holistic education where faith, scholarship, and athletics intersect.

Warner Pacific fields intercollegiate teams in:

- Women's sports: Basketball, Cross Country, Soccer, Softball, Track & Field, Volleyball
- Men's sports: Baseball, Basketball, Cross Country, Golf, Soccer, Track & Field
- Co-ed sport: Esports

The University competes in the **Cascade Collegiate Conference (CCC)** and is a member of the N**ational Association of Intercollegiate Athletics (NAIA)**.

For more information about athletics at Warner Pacific, visit www.wpuknights.com.

STUDENT SUPPORT & CAMPUS SERVICES

Warner Pacific University offers a range of inclusive services to support student wellbeing, academic success, and personal growth. As both a Hispanic-Serving Institution (HSI) and Minority-Serving Institution (MSI), the University is committed to equitable access and holistic care in support of its diverse student body.

Counseling Center

The Counseling Center provides a confidential, supportive environment to help students address personal, emotional, and academic challenges. Services are designed to promote mental wellness, strengthen relationships, enhance coping skills, and support student success inside and outside the classroom.

Counselors help students build on their strengths to manage stress, improve time management, navigate identity development, and foster healthy living. When life stressors become overwhelming, licensed counselors are available to provide crisis support and connect students with appropriate resources, while maintaining the highest standards of confidentiality.

The Counseling Center is located in **Smith Hall**. For more information or to schedule an appointment, visit:https://www.warnerpacific.edu/student-success-engagement/health-wellness/counseling-services/.

Student Health Insurance

All students are strongly encouraged to maintain personal health insurance coverage during their enrollment at Warner Pacific. While basic **accident insurance** is automatically provided to students enrolled in six or more credits as part of their general student fees, this coverage does not constitute comprehensive health insurance.

Students without health insurance may be eligible for the **Oregon Health Plan (OHP)** or other affordable options. For assistance exploring coverage, please contact the Office of Financial Aid.

Warner Pacific University is not responsible for any medical expenses not covered by a student's insurance or the basic accident policy.

Student Immunizations

In accordance with **Oregon state law**, all full-time students must provide documentation of receiving two doses of a measles-containing vaccine (typically the MMR vaccine). Students are also expected to provide records of all other immunizations required by the Oregon Health Authority for enrollment in public and private institutions.

In addition, all students are required to submit a completed **Health Information Form** during registration. All health history information is confidential and may only be shared with the student's written consent.

Additional Requirements for International Students

International students with non-immigrant visas must meet the following state-mandated requirements before attending classes or entering campus:

1. **Measles Immunization:** Proof of at least one dose is required before arrival on campus. A second dose must be completed within 30 days of the start of the term to remain enrolled.
2. **Tuberculosis Screening:** Proof of tuberculosis screening (PPD/Mantoux) must be provided within six months of entering college.

For the most current immunization requirements, visit the Oregon Health Authority's website: www.healthoregon.org/imm

Career Services

Career Services supports students in exploring career paths, identifying their strengths, and preparing for meaningful work and service beyond graduation. Through individualized guidance and access to a wide range of tools and opportunities, students are empowered to develop professional confidence and purpose..

- **Career Mentoring:** One-on-one appointments are available for career coaching, vocational assessments, and career exploration.
- **Workshops:** Resume writing, cover letters, interviewing techniques, and job search strategies are offered regularly.• Employment Opportunities – Updates of the latest jobs, internships,volunteer opportunities, and local career fairs are posted on WPU's Handshake (warnerpacific.joinhandshake.com)
- **Employment Resources:** Current job openings, internships, volunteer opportunities, and career fair details are posted on WPU's Handshake platform: warnerpacific.joinhandshake.com Resume and cover letter support – Appointments can be scheduled through via Careerservices@ warnerpacific.edu.
- **Document Support:** Resume and cover letter reviews are available by appointment.
- **Online Tools:** Students have access to a variety of digital resources and career exploration platforms accessible from anywhere.

To schedule an appointment or learn more, email eburke@warnerpacific.edu.

Student Vehicles

Students who bring vehicles to campus are required to register them and purchase a parking permit. Permits cost **$85 per semester**, and students must provide their name, ID number, contact information, and vehicle details (make, model, license plate).

Parking regulations are strictly enforced. Fines of **$20 per violation** apply to improperly parked vehicles. Unregistered vehicles may also be subject to additional fees, including DMV search costs and a retroactive permit charge.

For complete parking policies and vehicle regulations, visit the Campus Safety webpage at:www.warnerpacific.edu/resources/campus-safety-emergency-management/services-regulations.

Weather Closures

In the event of inclement weather or other emergencies, the Executive Vice President/Chief Financial Officer will determine whether the University will close or delay in-person operations. Closure notices are posted on the WPU website (warnerpacific.edu), shared via local media, and distributed through the University's emergency notification system.

Students may sign up to receive alerts by text or email at: warnerpacific.omnilert.net

Even when campus remains open, students are encouraged to use discretion based on local conditions. Students should notify instructors of any weather-related absences. **For in-person classes,** instructors may shift instruction or coursework to Canvas as needed. **Online courses** will continue as scheduled unless otherwise communicated.

COMPLIANCE & STUDENT RIGHTS

The policies in this section are summarized from The Squire, Warner Pacific University's official student handbook. In the event of any discrepancy between this catalog and The Squire, the policies in The Squire shall prevail. The Squire is available at: https://www.warnerpacific.edu/resources/for-students/

Statement of Non-Discrimination

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.

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 prohibit discrimination on the basis of sex in any federally funded education program or activity. Warner Pacific University does not discriminate on the basis of sex in its education programs and activities that it operates, including in admission and employment.

Title IX Coordinator

John Coules, Director of Human Resources/Title IX Coordinator
Office Location: A.F. Gray 218 Office Phone: 503-517-1205 Email: jcoules@warnerpacific.edu

All inquiries concerning the application of Title IX may be referred to the Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

To report a concern, visit: www.warnerpacific.edu/title-ix/student-report

Full policy: www.warnerpacific.edu/title-ix

Non Retaliation Policy

The University's intent is to always be mindful of the complainant's wellbeing and to take ongoing steps to protect them from retaliation or harm. Retaliation against any individual who makes a report, files a complaint, or participates in an investigation or disciplinary proceeding related to Title IX or discrimination is strictly prohibited.

Any student who believes they are experiencing retaliation should report it immediately to the University's Title IX Coordinator.

Anti-Hazing

Warner Pacific University strictly prohibits hazing in all forms. Hazing is defined as any intentional, knowing, or reckless act—committed individually or in a group—toward another person in connection with joining, affiliating with, or continuing membership in a student or campus-affiliated group. These acts may cause or risk physical injury, emotional distress, humiliation, or other forms of harm, regardless of the individual's willingness to participate.

Hazing undermines personal dignity, creates unsafe environments, and contradicts the University's Christ-centered mission to foster respect, belonging, and wellbeing. The University is committed to prevention, education, and accountability regarding hazing behaviors. Any individual or organization found responsible for hazing will face disciplinary action, which may include suspension, dismissal, or revocation of group recognition.

Hazing violates University policy and may be punishable under Oregon and federal law.

All members of the Warner Pacific community are encouraged to report hazing concerns. Reports can be made confidentially or anonymously.

For more information or to submit a report, visit: www.warnerpacific.edu/title-ix/student-report.

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 the Dean of Students.

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

a. The student has a legitimate grievance against a member of our community and the student will be encouraged to attempt a resolution in a one on one meeting. The student bringing the grievance is responsible for providing a written summary of the meeting.
b. The student has a legitimate grievance against a member of the community and the student will be provided an opportunity to resolve the issue with an advisor, another staff or faculty member, or a member of the counseling staff. In such cases, the mediator will meet with each individual or group involved prior to the mediation meeting. The mediator will also provide a written summary of the meeting.
c. The student has not provided enough evidence to demonstrate a valid grievance.

If step (a) above fails to provide resolution it may be determined that step (b) is necessary for a healthy resolution. If step (a) and (b) fail to provide a resolution the case will be referred to 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. 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 or contact the Student Loan Advocate at 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.

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 Arts and Sciences 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

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.

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)
- 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, Email: InCred@naia.org (Required for varsity athletes)
World Education Service (WES), Web: www.wes.org, Email: 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 121
English Literature and Composition	3, 4, or 5	4	EN 121
Environmental Science	3, 4, or 5	4	ENV 105
History—*European, United States, or World*	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	4	Diversity General Education Core Course
	4 or 5	8	Diversity General Education Core Course
Language and Culture	3	4	Diversity General Education Core Course
Chinese, French, German, Italian, or Japanese	4 or 5	8	Diversity General Education Core Course
Latin	3	4	General Elective
	4 or 5	8	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 112
Psychology	3, 4, or 5	3	PSY 201
Spanish Language and Culture	3	4	Diversity General Education Core Course
	4 or 5	8	Diversity General Education Core Course
Spanish Literature and Culture	3	4	Diversity General Education Core Course
	4 or 5	8	Diversity General Education Core Course
Statistics	3, 4, or 5	3	MA 243
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 by CLEP, DSST, and STAMP 4S 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-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. 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.

Standards-based Measure of Proficiency 4 Skills (STAMP 4S)

Avant STAMP 4S is a general language proficiency assessment of Reading, Writing, Listening, and Speaking skills. Warner Pacific considers the ACE-recommended guidelines to determine passing scores and number of credits awarded for AVANT 4S exams.

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 College/School 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 an academic advisor. 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 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.

"No Show" Policy for Term

Students are expected to establish attendance in their coursework during the first two weeks of the term. If a student fails to begin the semester and is reported absent for the first two weeks of the term, then they will be considered to be a "no show" student and will be withdrawn from all courses and from the university.

"No Show" Policy for Individual Accelerated Courses

Accelerated courses are eight weeks or shorter in length. If a student fails to begin an individual accelerated course for which they are registered and is reported absent for the first two weeks of the course, then they will be considered to be a "no show" for the course and will be withdrawn from that course.

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

Enrollment Status and Course Load

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.

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 the School 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 College/School 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 College/School 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, email 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 electronic device privileges during the class.
- Individual use of earbuds and personal listening/viewing devices 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 and faculty are expected to adhere to the highest standards of honorable conduct in academic matters. To create a viable learning community, it is essential that faculty articulate clear policies in course syllabi and that students familiarize themselves with those policies and submit only work that is their own. Any attempt to circumvent learning or assessment activities will be considered a breach in academic integrity.

Examples of such breaches include the following:

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. Use of unauthorized electronic resources, including artificial intelligence, to complete assignments, quizzes, or examinations
7. Violating a signed oath for an academic program or class

Possible actions that may be taken by a faculty member who suspects a student of academic dishonesty (after conversation with the student to determine the student's awareness of the problem) are listed below. In order to protect both students and faculty involved, the appropriate College/School Dean and the VPAA must be notified in writing of any action taken that may significantly impact the student's grade:

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 notification College/School Dean and VPAA when this seriously impacts the overall course grade)
4. Reduction of grade for the course (by faculty member, with notification to College/School Dean and VPAA)
5. Failing grade for the course (by faculty member, with notification to College/School Dean and 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).

Student Academic Freedom Policy

Warner Pacific University affirms that academic freedom is essential to its educational mission. As members of the academic community, students should have meaningful opportunities to learn, inquire, discuss, and develop reasoned judgments in the pursuit of truth.

Warner Pacific University is a Christ-centered liberal arts University whose values are informed by the teaching of Jesus and the Holy Scriptures. Students do not have to be Christians to be admitted; however, every student is encouraged to be open to learning about the Christian faith and students should be aware that the learning environment will be shaped by a distinctly Christian perspective.

The institution values freedom of expression as a hallmark of learning and recognizes that intellectual growth often requires engagement with ideas and viewpoints that may be controversial or differ from prevailing perspectives. Students are free to express scholarship, ideas, and reasoned conclusions through orderly means that do not materially disrupt the regular and essential operations of the University.

These freedoms are exercised within a learning community shaped by mutual respect, academic integrity, institutional policy, applicable law, and the dignity of every member of the community.

Student Rights Associated with Academic Freedom

Students are entitled to academic freedom in their learning activities at Warner Pacific University, including the ability to engage in inquiry, classroom discussion, research, and expression related to their coursework.

- Students may ask questions, express ideas, and communicate reasoned conclusions through orderly means that do not materially disrupt the regular and essential operations of the University. Students may examine and discuss a broad range of ideas, including controversial issues, when those issues are relevant to the subject matter of the course.
- Students have the right to a learning environment that supports open inquiry, thoughtful dialogue, and the respectful exchange of ideas. The University seeks to maintain conditions in which students can learn without unlawful discrimination, harassment, or conduct that unreasonably interferes with their education.
- Students have the right to be evaluated fairly on the basis of academic performance and established course expectations. Academic evaluation must not be arbitrary, capricious, or unlawfully discriminatory. Students remain responsible for meeting the academic standards established by their instructors and academic programs.
- Students are free to pursue their educational goals through the curricula, programs, and services offered by the University, subject to published academic requirements, institutional policies, and applicable law.

Student Responsibilities Associated with Academic Freedom

Student academic freedom carries corresponding responsibilities. In exercising these freedoms, students are expected to:

- Students are expected to engage in inquiry and expression honestly, responsibly, and in a manner consistent with academic integrity. For additional information regarding academic integrity, please refer to the WPU Catalog Policy regarding Academic Integrity.
- Students are responsible for respecting the rights of others to teach, learn, speak, and engage in scholarly exchange. and for participating in discussion and disagreement in ways that are orderly, respectful, and relevant to the educational setting. For additional information regarding classroom conduct, please refer to the WPU Catalog Policy regarding Attendance and Classroom Behavior.
- Students are responsible for complying with University policy and applicable law. Per the WPU Community Agreement, students are expected to uphold the highest standards of personal integrity and to treat others with dignity and respect. For additional information regarding student conduct policies and the full Community Agreement, please refer to The Squire, WPU's Student Handbook.

Student academic freedom does not protect conduct that materially disrupts University operations, violates law or University policy, infringes on the rights of others, or is unrelated to the academic or educational context in which the freedom is being exercised.

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

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.

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.

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

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 Alert at the close of any semester in which their GPA for that semester falls below a 2.0. Students on Academic Alert are provided with a variety of resources to support their pathway to academic success. If the GPA earned the subsequent semester is not a minimum of 2.0, a student will 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 Alert 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 Academic Alert 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 Alert 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 Alert at the conclusion of any one semester MUST adhere to the following requirements:

1. Work with the Associate Registrar/Director of Student Academic Planning (or designee) no later than the first week of the semester to develop a plan that identifies and provides a remedy for the current academic difficulties.
2. Work with the advisor or the Associate Registrar/Director of Student Academic Planning at least one week prior to the start 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 Alert.
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. The CLS 110 and CLS 111 courses are designed to help students engage in self-reflection and build important skills to overcome barriers and rediscover the path to success. Students in CLS 110 and CLS 111 participate in a weekly check-in with the course instructor to evaluate current grades and academic progress, reinforce positive habits, identify non-productive behaviors, and articulate next steps for success.
   Under unique circumstances, a student on Academic Alert may request to waive the CLS 110/111 requirement. If the waiver is approved, the student is required to complete a weekly check-in with the Associate Registrar/Director of Student Academic Planning (or designee) in order to support the student's pathway to success.
4. Refrain from participation in Student Leadership or other co-curricular activities unless the student has completed a plan of action in conjunction with the Associate Registrar/Director of Student Academic Planning (or designee) and the Director of the co-curricular activity in question. 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. The student's academic progress will be evaluated at their weekly check-ins; the student may be required to pause their participation in the co-curricular activity if deemed necessary based on the results of the weekly check-in.
5. Refrain from participation in Varsity Athletics unless the student has completed a plan of action in conjunction with the Associate Registrar/Director of Student Academic Planning (or designee) and the Faculty Athletics Representative. 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. The student's academic progress will be evaluated at their weekly check-ins; the student may be required to pause their participation in Varsity Athletics if deemed necessary based on the results of the weekly check-in. Other limitations may be required by the Athletics Department.

A student on Academic Alert may request an exception to any of the above policies by submitting a written petition to the Records Office; the petition will be reviewed and adjudicated by the Academic Policy Committee. The petition should be submitted by the deadline provided within the Academic Alert notification letter.

Students placed on Academic Alert 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 Academic Alert for the subsequent semester. Students who complete the Academic Alert 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.

ADDITIONAL ACADEMIC RESOURCES

Academic Success Resources

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

The Center for Academic Success and Achievement (CASA) provides academic and holistic support to students through various services, including the following:

- Academic Tutoring – Tutoring at the CASA assists in the mastery of new material and study techniques for various courses. There are professional and peer tutors available to help with math, business, writing, and natural science courses. All tutoring sessions are now booked through the CASA's tutoring app, Nimbus Learning. Nimbus can be easily downloaded using the link 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 field, the CASA's Professional Writing Tutor provides support in the areas of paper planning and organization, APA formatting, revising, and editing

- Academic Assistance – Individual meetings are available to help students strategize ways to achieve their academic goals. Topics include setting academic goals, establishing good study habits, developing time management strategies, test taking, note taking, and other academic skills.
- Academic Mentoring –Any student can be paired with a peer or faculty/staff mentor to provide accountability and help them achieve their academic goals.
- Academic Navigator – The CASA's Academic Navigator can help with any challenge that is preventing students from achieving their academic goals. Walk-ins are encouraged.
- Peer Navigator – These specially trained students are available to answer questions, talk through problems, look over a paper, or provide tutoring. Walk-ins are encouraged.

Courses in study skills and critical thinking are also available for all students: CLS 110 Critical Thinking and Study Skills and CLS 111 Critical Thinking; Building Habits for Success. These courses focus on building academic and personal habits and skill sets that will benefit students and support their success in college and beyond.

Accessibility Services

Accessibility Services provides support for students with diagnosed disabilities in accordance with **Section 504 of the Rehabilitation Act** and the **Americans with Disabilities Act (ADA)**. Academic and housing accommodations are available to students with qualifying conditions. Students seeking accommodations should contact the **Academic Success and Accessibility Office** to schedule an appointment and begin the interactive process. Current documentation or assessment records will be required to develop a support plan.

For more information, contact: 503-517-1692 or accessibility@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.

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.

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. 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 and are processed through the Records Office. 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. 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. Depending on the content of the petition, the resolution may be determined by the Records Office or the petition may be submitted to the Academic Policies Committee for review and adjudication. The student will be notified in writing regarding the results of the petition.

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 College/School Dean.
2. The College/School 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 via the written request and accompanying documentation. After reviewing 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.

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

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 Alert 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 academic 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 an academic advisor 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 academic 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 academic 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: 40 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: 18 semester credits; 12 credits in residence; 9 semester credits upper division course work.
6. 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 Baccalaureate Degree

- ❑ For the B.A., B.S., BSW, or BSN 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.

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 the 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 15 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.

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 of the following courses:
HE 150 Personal Health and Fitness
HE 210 Stress Management
NURS 336 Health Assessment & 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
CJ 440 Professional Ethics in Criminal Justice
HUM 200 Ethics in Practice
PHIL 300 Ethics
SRM/PHIL 380 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
REL/SOC 310 Religions of the World
SOC 340 Race and Ethnic Relations
SRM 260 Sociology in Sport
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
CJ 310 The American Legal System
PS 140 Intro to Politics & American Government
SE 311 Entrepreneurial Lead in Urban Context
SOC 204 Principles of Sociology
SOC 345 Social Problems & Public Policy
SOC 350 Social Psychology
SOC 360 Urban Sociology
SRM 340 Sports Psychology
URB 160 FYLC Topics

Fostering a Liberal Arts Education

Written Communication (L1)

- ❑ Take EN 121 English Composition I
- ❑ Take EN 122 English Composition II

Information Literacy & Research (L2)

- ❑ Take ILR 300 Advanced Information Literacy and Research

Interdisciplinary Thinking (L3)

- ❑ Take HUM 310 Exploring the Human Condition
  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
  COMM 250 Introduction to Digital Media
  COMM 265 Introduction to Web Design
  ED 240 Integrating Educational Technology in the Classroom
  MA 243 Introduction to Statistics

Scientific Reasoning (L5)

- ❑ Take one course from the following:
  BIO 121 Biology for Health Science
  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

Quantitative Reasoning (L6)

- ❑ Take one course from the following:
  MA 105 Math for Liberal Arts
  MA 111 College Algebra
  MA 112 Precalculus
  MA 211 Fundamentals of Elementary Math I
  MA 243 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 120 Introduction to Photography
  ART 250/350 History of Art
  EN 249/349 Understand Film & Its Forms
  EN 215/315 Global Literature
  PSY 401 History & Systems of Psychology

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
  CJ 455 Restorative Justice
  COMM 111 Public Speaking
  COMM 218 Interpersonal Communication
  COMM 230 Intercultural Communication
  EC 203 Economics
  ED 281 Curriculum Planning and the Role of the Teacher
  MKTG 242 Marketing
  PSY 492 Internship
  SS 380 Conflict Resolution

FIRST-YEAR LEARNING COMMUNITIES

First Year Learning Community (FYLC) courses focus on issues relevant to incoming first-year 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. 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 separate aspects of university life by intentionally bringing social, spiritual, and personal growth into the academic setting. The students in each FYLC course will explore various aspects of Portland through a different collaborative interdisciplinary lens. Dedicated faculty and upper-class peer mentors provide a strong framework of support and connection. Students in the FYLC program will achieve the following outcomes:

- develop a sense of belonging
- develope confidence
- engage with real-world issues
- benefit from intentional support
- grow spiritually
- increase internal motivation
- develop a productive mindset

Incoming freshmen take URB 160 during the fall semester at WPU as their primary learning community course. Incoming freshmen in the Honors program take URB 160H during the fall semester at WPU as both their Honors course and their learning community course.

TRANSFER LEARNING COMMUNITIES

Transfer students benefit from developing strong connections on campus and in the community. They have specific needs and experiences that are unique to them. Our Transfer Learning Community courses are special sections of courses required for all WPU graduates. In addition to the course content, these sections focus on transitioning to WPU, creating connections among students and faculty, and providing access to resources on campus. Dedicated faculty and peer mentors (who were often transfer students themselves) provide a strong framework of support and connection. Students in the Transfer Learning Community program will achieve the following outcomes:

- develope a sense of belonging
- develope confidence
- connect with other students
- benefit from intentional support
- grow spiritually
- increase internal motivation
- develop a more productive mindset

GENERAL EDUCATION CORE REQUIREMENTS FOR THE ASSOCIATE DEGREE

The Associate General Education Core consists of four themes and 12 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.

Required Core Areas

Exploration of Spiritual Journey (C1)	❑	Take one course from the list of options for the baccalaureate core.
Foundations of Christian Faith (C2)	❑	Take BI 151 The Bible as Sacred Story
Healthy Lifestyle (C3)	❑	Take one course from the list of options for the baccalaureate core.
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 121 English Composition I
Written Communication (L1)	❑	Take EN 122 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.

HONORS PROGRAM

The mission of WPU Honors Program is to engage and support motivated students interested in a challenging learning environment requiring curiosity and creativity to become educated citizens and responsible leaders transforming the world. It is an extension of and in service toward the stated mission of Warner Pacific University: 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.

GOALS

The Honors Program will:

1. Provide an academically challenging and stimulating learning environment for highly motivated students;
2. Raise the academic profile of the student body and model the notion of WPU as a vibrant learning community;
3. Promote curiosity and creativity among learners that will benefit all students;
4. Encourage students to take advantage of leadership opportunities on campus both in learning and outside of classes;
5. Facilitate innovative teaching strategies and methods; and
6. Provide extra-curricular experience that are intellectually and socially enriching, activities open to members of the WPU community from all majors.

STUDENT OUTCOMES

In addition to meeting Warner Pacific University's Program and Courses Learning Outcomes in a distinguished manner, the Honors Program will:

1. Promote complex critical thinking skills, including the ability to appreciate intellectual context, hidden contradictions, paradox, irony and humor;
2. Develop highly crafted communication skills in a variety of modes of communication that embody the notion that learning is a dialogical activity;
3. Model the idea of servant leadership, incorporating the highest moral values and ethical standards of the university;
4. Exemplify the principle of creative learning both inside and outside the classroom (e.g. using the community as an organic part of classes and extracurricular activities, proposed by the Program and found/initiated by students);
5. Enhance awareness of Social Responsibility both at local and Global scale;
6. Promote disciplined learning as well as synthesis of information from a variety of academic fields; and
7. Envision learning as a natural human endeavor and a life-long experience and necessity.

PROGRAM REQUIREMENTS

Policies listed in this section represent a portion of the information available in WPU's Honors Program Handbook. For more detailed information regarding the Honors Program, please consult the current Honors Program Handbook (available from the Honors Program Director).

Admission to the Honors Program

The following guidelines are utilized for program admission:

- Incoming freshmen students can apply to be considered for admission in the Honors Program if they meet 3.75 cumulative high school GPA on a 4.0 scale.
- Transfer and current WPU students can apply to be considered for admission in the Honors Program if they meet 3.5 cumulative college GPA on a 4.0 scale.

Applicants are required to submit an official transcript confirming GPA eligibility.

Students admitted into the Honors Program may be eligible for an Honors Program Scholarship depending on availability.

Every student entering the Honors Program receives an Honors Program Contract which articulates the major parameters of the program, including academic integrity and behavioral standards, required grade standards, academic coursework requirements, and scholarship availability and eligibility. This Honors Program contract is reviewed, finalized, and signed by the student and Honors Program Director as a part of the admission process.

Honors Credit and Honors Course Agreements

Students enrolled in the Honors Program work with their professors to select courses to take for Honors credit. These courses will challenge students with higher expectations in regards to academic performance.

- During the first fall semester of enrollment in the program, students will take URB 160H as their Honors course.
- During the subsequent semesters, any traditional face to face course taught by a full-time professor can be taken for Honors credit upon permission of the professor and the Honors Program Director.
- During the final year of enrollment, students will work with the Honors Program Director to enroll in the appropriate course to complete the Honors capstone project in accordance with current Honors Program guidelines.

Students are responsible for making the request to the professor and the Honors Course Agreement must be completed in order to finalize the Honors credit enrollment.

Every course enrolled for Honors credit includes an Honors Course Agreement that articulates the parameters for the particular course, including the following:

1. Academic integrity and behavioral standards;
2. Attendance and active participation commitment;
3. Required grade standards (B+ and higher);
4. Required extracurricular activities (at least two per course); and
5. Required semester-long project (topic, parameters, timeline, presentation in class as a final result).

This Honors Course Agreement is signed by the student and the teaching professor to set up the parameters for the course, and must be approved by the Honors Program Director. Students may wish to focus on thematic topics during their time in the Honors program; however, please note that the two required extracurricular activities and the required semester-long project should be original and unique for each Honors course. The same activity or project cannot be utilized for multiple courses; significant new learning opportunities must be incorporated for each course. Please confer with the Honors Program Director on any questions related to suitable activities and projects.

At the conclusion of the course, the Honors Course Agreement is finalized and signed by the professor and Honors Program Director to confirm successful completion of all requirements. Each course successfully completed for Honors credit will be confirmed to the registrar and is listed on the transcript with the letter "H" at the end of the course number (e.g. URB 160H, REL 320H). Courses taken with a Pass/No Pass option are not eligible for Honors credit.

If a student completes an Honors Course Agreement for a particular course but then does not complete the additional requirements outlined within the agreement for the Honors credit, then the student does not receive the Honors credit for the course. However, there is no impact on the final course grade; the student will earn the grade for the course in accordance with outlined course standards in the syllabus.

A student who is not enrolled in the Honors program may choose to take one or more individual courses for Honors credit in accordance with the procedures outlined above. Each course that is successfully completed for Honors credit will be reflected on the transcript with the letter "H" at the end of the course number. However, this process does not enroll the student in the Honors program, nor does it render the student eligible for an Honors Program scholarship or for designation as an Honors Program Graduate. If a student decides that they are interested in joining the Honors Program after taking a course for Honors credit, then they should confer with the Honors Program Director regarding the program admissions procedures as outlined above. Special Note: Students who successfully complete at least 9 Honors credits is eligible to wear an Honors cord for the commencement ceremony.

Continuation in the Honors Program

In order to continue as an enrolled member of the Honors Program, a student must:

1. Maintain a cumulative college GPA of 3.5 or higher;
2. Make normal progress towards graduating in four academic years with 24 Honors credits;
3. Participate in a range of extracurricular Honors Program activities as required (at least two extracurricular activities per each Honors course);
4. Meet with teaching faculty at least three times per semester as follows: Within the first two weeks of the semester to discuss the Honors Course Agreement; during Midterm week for assessment of work/progress; and at the end of the semester for a Final assessment.
5. Meet once a year with the director of the Honors Program to discuss academic and social progress and plans for the future; and
6. During the final year of enrollment, successfully complete an Honors capstone project in accordance with current Honors Program guidelines.

At the end of each semester, the Honors Program Director verifies the academic progress and participation status of each student enrolled in the Honors Program. The Honors Program Director will notify any student who falls below the minimum continuation standards as outlined above, including a timeline to remediate the situation.

Failure to meet program standards for three straight semesters results in dismissal from the Honors Program. A student may also be dismissed from the Honors Program if they fail to meet behavioral or academic integrity standards. A student who is dismissed from the Honors Program is no longer eligible for an Honors Program scholarship. A student may consult with the Honors Program Director and the Honors Program Handbook regarding the procedure for appealing dismissal from the program.

Honors Program Graduates

A student who successfully completes all requirements of the Honors Program (including successful completion of at least 24 Honors credits, successful completion of the Honors capstone project, and achievement of the cumulative college GPA of 3.5 or higher) is eligible to receive the designation of Honors Program Graduate on their diploma and transcript at the time of graduation. Additionally, an Honors Program Graduate is eligible to wear an Honors Program medallion at the commencement ceremony.

A students who does not complete all requirements for the Honors Program but who successfully completes at least 9 Honors credits is eligible to wear an Honors cord at the commencement ceremony.

COLLEGE OF ARTS AND SCIENCES

The mission of the College of Arts and Sciences is to help students gain a solid foundation in the arts and sciences 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.

Dean of the College of Arts and Sciences: Dr. Sergei Polozov

Baccalaureate Degree Majors: Biological Science (emphases in General Biology and Human Biology), Digital Media and Communications, Kinesiology, Pastoral Studies (emphasis in Pastoral Leadership), Sports Medicine, Sports Management (emphases in Administrative and Coaching)

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

Associate Degree Majors: General Studies, Health Sciences, Life Sciences, Sports Performance

Minors: Biblical and Theological Studies, Biology, Chemistry, Coaching, Communications, Digital Media, Health, Mathematics, Physical Education, Sports Management

Major/Minor Course Statute of Limitations: Courses applied toward the Natural Science majors/minors must have been completed within five years; courses applied toward the Health Sciences and Humanities majors/minors must have been completed within ten years.

Course Subject Areas: Art, Biblical Studies, Biological Science, Chemistry, Christian Ministries, Communications, English Language Arts, Environmental Science, Fine Arts, Health, History, Humanities, Information Literacy and Research, Kinesiology, Mathematics, Pastoral Ministry, Philosophy, Physical Education, Physical Science, Physics, Religion, Sports Medicine, Sports Management, Theology, Urban Studies

B.S. in BIOLOGICAL SCIENCE

This degree supports a core of general biological knowledge and skills. Two emphasis options are offered:

> *The General Biology emphasis 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.*
> *The Human Biology emphasis 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.*

A student who is seeking admission to professional school (medical, dental, pharmacy, etc.) will need additional coursework as outlined in the pre-professional section of this catalog.

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

Major Requirements: 27 credits

❑ BIO 211 + 212	General Biology I + II	4 + 4
❑ BIO 245	Evolution	3
❑ BIO 250	Genetics	4
❑ BIO 490	Senior Seminar in Biology	1
❑ CHEM 211 + 212	General Chemistry I + II	4 + 4
❑ MA 243	Introduction to Statistics	3

Emphasis (Choose One): 24 credits

General Biology Emphasis

❑ BIO 301	Botany				4
❑ CHEM 301	Organic Chemistry I				4
❑ BIO 330	Cell Biology	***OR***	BIO 370	Microbiology	4
❑ BIO 360	Ecology	***OR***	BIO 380	Invertebrate Zoology	4
❑ BIO 420	Mammalian Physiology	***OR***	KIN 475	Exercise Physiology	4
		OR	BIO 222	Human Anatomy & Physiology II	

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

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

Human Biology Emphasis

❑ BIO 221	Human Anatomy and Physiology				4
❑ CHEM 301	Organic Chemistry I				4
❑ BIO 330	Cell Biology	***OR***	BIO 370	Microbiology	4
❑ BIO 420	Mammalian Physiology	***OR***	KIN 475	Exercise Physiology	4
❑ BIO 301	Botany	***OR***	BIO 360	Ecology	4
		OR	BIO 380	Invertebrate Zoology	

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

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

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 DIGITAL MEDIA AND COMMUNICATIONS

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

❑ ART 120	Introduction to Photography	2
❑ COMM 111	Public Speaking	3
❑ COMM 218	Interpersonal Communication	
OR COMM 230	Intercultural Communication	2-3
❑ COMM 250	Introduction to Digital Media	3
❑ COMM 265	Introduction to Web Design	3
❑ COMM 266	Web Design and Implementation	3
❑ COMM 300	Communication Theory	3
❑ COMM 310	Writing Across Media	3
❑ COMM 312	Design Thinking and Entrepreneurship	3
❑ COMM 360	Video Production and Editing	3
❑ COMM 381	Social Media and Analytics	3
❑ COMM 390	Visual Communication	3
❑ COMM 400	Digital Media Capstone	3
❑ COMM 490	Digital Media Internship	3
❑ EN 249/349	Understanding Film and Its Forms	3
Other Recommended Courses:		
❑ ART 100	Basic Studio Art	2
❑ MKTG 242	Marketing	3
❑ MKTG 342	Marketing Management	3
❑ 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.

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.

50 credits: 15 credits in residence, 19 credits upper division.

❑ BIO 211 ***OR*** BIO 212	General Biology I ***OR*** II	4
❑ BIO 221 + 222	Human Anatomy and Physiology I + II	4 + 4
❑ BUS 195	Internship Preparation	2
❑ CHEM 111 ***OR*** CHEM 211	Intro to Chemistry ***OR*** General Chemistry I	4
❑ HE 240	Nutrition	3
❑ MA 243	Introduction to Statistics	3
❑ PHY 221	General Physics I	4
❑ SM 393	Research Methods in Sports Medicine	3
❑ KIN 230	Introduction to Kinesiology & Sports Management	3
❑ KIN 310	Motor Learning	3
❑ KIN 325	Biomechanics	3
❑ KIN 475	Exercise Physiology	4
❑ KIN 490	Senior Seminar	1
❑ KIN 494	Internship	2
Select at least one of the following:		3
KIN 320	Exercise Prescription (3)	
KIN 350	Care and Prevention of Athletic Injuries (3)	
HE 410	Fitness and Chronic Disease (3)	

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

- Demonstrate knowledge of human anatomy and physiology and will be able to analyze and explain how these systems relate to human movement and overall health.
- Apply strong research and critical thinking skills to evaluate scientific literature and conduct original research studies using evidence-based practices in kinesiology.
- Identify and discuss the moral and ethical challenges related to careers in exercise science.
- Gain practical experience through internships, to allow them to demonstrate knowledge, skills, and professionalism in real-world scenarios.

B.A. in PASTORAL STUDIES, PASTORAL LEADERSHIP EMPHASIS

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

Major Requirements: 30 credits

❑ BI 310	Old Testament I: Pentateuch and Historical Books	3
❑ BI 315	Old Testament II: Prophets and Wisdom Literature	3
❑ BI 320	New Testament I: Survey of Major Themes	3
❑ BI 325	New Testament II: Gospels and Acts- Jesus and the Missional Church	3
❑ TH 305	Church History	3
❑ TH 310	Christian Ethics	3
❑ TH 420	Christian Theology I: God, Creation, Humanity	3
❑ TH 425	Christian Theology II: Trinitarian, Practical, Narrative	3
❑ TH 430	Church of God History and Theology	3
❑ TH 435	Hermeneutics	3

Pastoral Leadership Emphasis: 18 credits

❑ PMIN 305	Preaching	3
❑ PMIN 340	Church Administration and Leadership	3
❑ PMIN 345	Pastoral Ethics and Legal Issues	3
❑ PMIN 400	Pastoral Ministry: Sustaining a Whole Life in Ministry	3
❑ PMIN 405	Evangelism and Missional Leadership	3
❑ PMIN 490	Internship in Ministry	3

Upon successful completion of the major in Pastoral Studies, graduates will:

- Interpret Scripture faithfully using sound hermeneutical methods within historical, literary, and theological contexts.
- Integrate theology and practice through engagement with the Wesleyan-Holiness and Church of God (Anderson) traditions.
- Communicate the Gospel effectively through preaching, teaching, and creative expressions of ministry in diverse cultural and community contexts.
- Lead congregations and ministries with spiritual depth, organizational skill, cultural awareness, and emotional intelligence.
- Demonstrate ethical integrity in pastoral practice and decision-making.
- Articulate strategies for sustaining a holistic pastoral life marked by emotional health, spiritual maturity, and vocational resilience.
- Engage communities missionally with humility, justice, and reconciliation at the heart of ministry practice.

B.S. in SPORTS MANAGEMENT

This degree provides students with the knowledge and skills for a career in the field of sports management. Two emphasis options are offered:

The Administrative emphasis 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.

The Coaching emphasis prepares students 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.

47 credits: 24 credits in residence, 27 credits upper division.

Major Requirements: 23 credits

❑ BUS 101	Intro to Business and Personal Finance	3
❑ BUS 195	Internship Preparation	2
❑ KIN 230	Introduction to Kinesiology & Sports Management	3
❑ KIN 490	Senior Seminar	1
❑ KIN 494	Internship	2
❑ SRM 260	Sociology in Sports	3
❑ SRM 300	Organization and Administration of Sports	3
❑ SRM 350	Communication in Sports	3
❑ SRM 380	Sports Ethics	3

Emphasis (Choose One): 24 credits

Administrative Emphasis

❑ BUS 211	Financial Accounting	3
❑ MA 243	Introduction to Statistics	3
❑ MKTG 242	Marketing	3
❑ SRM 370	Facilities and Events Management	3
❑ SRM 450	Sports Law	3
❑ SRM 460	Sports Marketing	3
❑ SRM 470	Sports Finance	3
❑ SS 380	Conflict Resolution	3

Coaching Emphasis

❑ BIO 121	Biology for Health Science	4
❑ HE 240 ***OR*** HE 330	Nutrition ***OR*** Sports Nutrition	3
❑ KIN 310	Motor Learning	3
❑ KIN 320	Exercise Prescription	3
❑ KIN 350	Care and Prevention of Athletic Injuries	3
❑ KIN 420	Essentials of Strength and Conditioning	3
❑ SRM 240	Fundamentals of Coaching	3
❑ SRM 340	Sports Psychology	3

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

- Understand team and individual management, organizational skills, supervision and coaching techniques to effectively lead across organization, department, and work group units to meet diverse stakeholders and organizational goals in a variety of sports management environments.
- Develop and hone professional hard and soft skills through classroom engagement, experiential learning, and field research through a steady progression of internships in order to be better prepared for navigating the sports industry.
- Understand and apply accounting, finance, marketing, data analysis and financial principles in the world of sport.
- Illustrate the diverse ethical, legal and organizational issues that are likely to be encountered in the sports industry while understanding how cultural traditions, social values, and lived experiences of society display themselves in sport.
- Be able to express individual ideas and group communication skills through a variety of multimodal channels, (including both the written and spoken word) in a professional, engaged manner.

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

- Understand team and individual management, organizational skills, supervision and coaching techniques to effectively lead across organization, department, and work group units to meet diverse stakeholders and organizational goals in a variety of sports management environments.
- Illustrate the diverse ethical, legal and organizational issues that are likely to be encountered in the sports industry while understanding 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, nutritional and mental training skills programs that can enhance athletic performance to help athletes reach their performance potential.

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.

❑ BIO 221	Human Anatomy & Physiology I	4
❑ BIO 222	Human Anatomy & Physiology II	4
❑ BUS 195	Internship Preparation	2
❑ KIN 230	Introduction to Kinesiology & Sports Management	3
❑ KIN 325	Biomechanics	3
❑ KIN 460	Tests, Measurements and Evaluation in Exercise Science	
OR MA 243	Introduction to Statistics	3
❑ KIN 475	Exercise Physiology	4
❑ KIN 490	Senior Seminar	1
❑ KIN 494	Internship	2
❑ HE 240	Nutrition	
OR HE 330	Sports Nutrition	3
❑ SM 311	Clinical Evaluation and Rehabilitation of Athletic Injuries – Lower Body	3
❑ SM 312	Clinical Evaluation and Rehabilitation of Athletic Injuries – Upper Body	3
❑ SM 393	Research Methods in Sports Medicine	3
❑ SM 410	Therapeutic Modalities in Athletic Training	3
❑ SM 420	Therapeutic Exercise and Rehabilitation in Athletic Training	3
❑ SRM/PHIL 380	Sports Ethics	
OR 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.

❑ BIO 211 + 212	General Biology I + II with labs	4 + 4
❑ BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
❑ CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
❑ CHEM 301	Organic Chemistry I with lab	4
❑ KIN 325 Biomechanics (3) ***OR*** KIN 475 Exercise Physiology (4) ***OR*** PHY 221 General Physics I (4)		3-4

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; completion of this advising track at Warner Pacific University does not guarantee admission to a Dentistry program.

❑ BIO 211 + 212	General Biology I + II with labs	4 + 4
❑ BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
❑ CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
❑ CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
❑ CHEM 412	Biochemistry with lab	4
❑ MA 112	Precalculus	4
❑ 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; completion of this advising track at Warner Pacific University does not guarantee admission to a Medical program.

❑ BIO 211 + 212	General Biology I + II with labs	4 + 4
❑ CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
❑ CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
❑ CHEM 412	Biochemistry with lab	4
❑ ILR 300	Advanced Information Literacy and Research	3
❑ MA 112 + MA 251	Precalculus + Calculus I	4 + 4
❑ MA 243	Introduction to Statistics	3
❑ PHY 221 + 222	General Physics I + II with labs	4 + 4
❑ PSY 201	General Psychology	3
❑ PSY 350	Social Psychology	3
❑ SOC 204	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; completion of this advising track at Warner Pacific University does not guarantee admission to a Naturopathic Medicine program.

❑ BIO 211 + 212	General Biology I + II with labs	4 + 4
❑ BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
❑ BIO 370	Microbiology with lab	4
❑ CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
❑ CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
❑ CHEM 412	Biochemistry with lab	4
❑ COMM 111	Public Speaking	3
❑ MA 243	Introduction to Statistics	3
❑ PHY 221	General Physics I with lab	4
❑ PSY 201	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; completion of this advising track at Warner Pacific University does not guarantee admission to a Pharmacy program.

❑ BIO 211 + 212	General Biology I + II with labs	4 + 4
❑ BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
❑ BIO 370	Microbiology with lab	4
❑ CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
❑ CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
❑ CHEM 412	Biochemistry with lab	4
❑ EC 203	Economics	3
❑ MA 243	Introduction to Statistics	3
❑ MA 251	Calculus I	4
❑ PHY 221	General Physics I with lab	4
❑ PSY 201	General Psychology	3

PRE-PHYSICAL THERAPY Advising Track

The requirements in this pre-professional track meet prerequisite course requirements of local physical therapy programs including Pacific 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; completion of this advising track at Warner Pacific University does not guarantee admission to a Physical Therapy program.

❑ BIO 211	General Biology I with lab	4
❑ BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
❑ CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
❑ MA 243	Introduction to Statistics	3
❑ PHY 221 + 222	General Physics I + II with labs	4 + 4
❑ PSY 201	General Psychology	3
❑ PSY 314	Abnormal 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; completion of this advising track at Warner Pacific University does not guarantee admission to a Physician Assistant program.

❑ BIO 211 + 212	General Biology I + II with labs	4 + 4
❑ BIO 221 + 222	Human Anatomy and Physiology I + II with labs	4 + 4
❑ BIO 250	Genetics with lab	4
❑ BIO 370	Microbiology with lab	4
❑ CHEM 211 + 212	General Chemistry I + II with labs	4 + 4
❑ CHEM 301 + 302	Organic Chemistry I + II with labs	4 + 4
❑ CHEM 412	Biochemistry with lab	4
❑ MA 243	Introduction to Statistics	3
❑ PSY 201	General Psychology	3

A.A. in GENERAL STUDIES

27 credits; 15 credits in residence

Arts, Humanities, & Religion

❑ At least 6 credits from Arts & Humanities (FA, HIS, HUM, MUS, PHIL)	6
❑ At least 3 credits from Bible and Religion (BI, REL)	3

Natural Science, Mathematics & Health

❑ At least 6 credits from Math & Science (BIO, CHEM, ENV, MA, PHS, PHY)	6
❑ At least 3 credits from Health & PE (HE, PE)	3

Social Science & Business

❑ At least 6 credits from Social Science (HD, PS, PSY, SOC, SS, SW, URB)	6
❑ At least 3 credits from Business, Communication, & 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 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 College of Arts and Sciences. Mathematics, elective and humanities courses should be chosen in correlation with published entry requirements for the nursing schools of intended application.

28 credits: 18 in residence (of which 12 must carry the BIO or CHEM prefix)

❑ BIO 221 + 222	Human Anatomy and Physiology I + II	4 + 4
❑ CHEM 111	Introduction to Chemistry	4
❑ HE 200	Medical Terminology	1
❑ HE 240	Nutrition	3
❑ Mathematics course, 100-level or higher		3
❑ PSY 201	General Psychology	3
❑ PSY 330	Lifespan Human Development	3
❑ SOC 204	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 204 (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.

28 credits: 15 in residence (of which 12 must carry the BIO or CHEM prefix)

❑ BIO 211 + 212	General Biology I + II	
OR BIO 221 + 222	Human Anatomy and Physiology I + II	4+4
❑ BIO 370	Microbiology	4
❑ CHEM 211 + 212	General Chemistry I + II	4 + 4
❑ HE 200	Medical Terminology	1
❑ MA 112	Precalculus	4
❑ MA 243	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 243 (Information Technology), MA 112 (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.

❑ BIO 121	Biology for Health Science	4
❑ HE 240	Nutrition	3
❑ HE 410	Fitness and Chronic Disease	3
❑ KIN 230	Introduction to Kinesiology & Sports Management	3
❑ KIN 320	Exercise Prescription	3
❑ KIN 350	Care and Prevention of Athletic Injuries	3

❑ Electives: Select at least four courses from the following: 11-12

HE 210	Stress Management (2)	SRM 260	Sociology in Sports (3)
HE 330	Sports Nutrition (3)	SRM 300	Org and Admin of Sports (3)
HE 340	Current Health Issues (3)	SRM 340	Sports Psychology (3)
KIN 310	Motor Learning (3)	SRM 350	Communication in Sports (3)
KIN 325	Biomechanics (3)	SRM 370	Facilities and Events Management (3)
KIN 420	Strength and Conditioning (3)	SRM 380	Sports Ethics (3)
SRM 240	Fundamentals of Coaching (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 380 (Ethics), SRM 260 (Diversity), SRM 340 (Urban Life).

MINOR in BIBLICAL AND THEOLOGICAL STUDIES

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

❑ BI 310 + 315	Old Testament I + II	3+3
❑ BI 320 + 325	New Testament I + II	3+3
❑ TH 305	Church History	3
❑ TH 420 + 425	Christian Theology I + II	3+3
❑ TH 430	Church of God History & Theology	3

MINOR in BIOLOGY

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

❑ BIO 211 + 212	General Biology I + II	4+ 4
❑ BIO 245	Evolution	3
❑ BIO 250	Genetics	4
❑ Upper division Biology courses chosen with advisor		6

MINOR in CHEMISTRY

18 credits: 10 credits in residence.

❑ CHEM 211 + 212	General Chemistry I + II	4+ 4
❑ CHEM 301	Organic Chemistry I	4
❑ 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

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

❑ BIO 121	Biology for Health Science	4
❑ HE 240 ***OR*** 330	Nutrition ***OR*** Sports Nutrition	3
❑ KIN 320 ***OR*** 420	Exercise Prescription ***OR*** Essentials of Strength & Conditioning	3
❑ KIN 350	Care and Prevention of Athletic Injuries	3
❑ SRM 240	Fundamentals of Coaching	3
❑ SRM 300	Organization and Administration of Sports	3
❑ SRM 340	Sports Psychology	3
❑ SRM 380	Sports Ethics	3

MINOR in COMMUNICATIONS

Prerequisites: EN 121+122. 17 credits required, 12 credits in residence, 9 credits upper division.

❑ COMM 111	Public Speaking	3
❑ COMM 218	Interpersonal Communications	2
❑ COMM/BUS 261	Organizational Writing and Presentations	3
❑ EN 349	Understanding Film and its Forms	3
❑ Electives: Choose 6 credits from the following BUS/PSY 321, BUS/SS 380, REL/SOC 310, SOC 345, PSY 430		6

MINOR in DIGITAL MEDIA

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

❑ ART 120	Introduction to Photography	2
❑ COMM 250	Introduction to Digital Media	3
❑ COMM 360	Video Production and Editing	3
❑ COMM 381	Social Media and Analytics	3
❑ COMM 390	Visual Communication	3

MINOR in HEALTH

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

❑ HE 150	Personal Health and Fitness	2
❑ HE 210	Stress Management	2
❑ HE 240	Nutrition	3
❑ HE 340	Current Health Issues	3
❑ HE 410	Fitness and Chronic Disease	3
❑ Upper division Health or other courses chosen with advisor		3

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

18 credits: 10 credits in residence, 6 credits upper division.

❑ MA 251+ 252	Calculus I + II	4+4
❑ MA 243	Introduction to Statistics	3
❑ MA 349	Problem Solving Seminar	1
❑ Upper division mathematics courses chosen with advisor		8

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.

❑ BIO 221	Human Anatomy and Physiology I	4
❑ KIN 230	Introduction to Kinesiology & Sports Management	3
❑ KIN 325	Biomechanics	3
❑ KIN 350	Care and Prevention of Athletic Injuries	3
❑ KIN 470	Adapted Physical Education	3
❑ PE 300-309 (*one course*)	Professional Activities	2

MINOR in SPORTS MANAGEMENT

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

❑ SRM 300	Organization and Administration of Sports	3
❑ SRM 370	Facilities and Events Management	3
❑ SRM 380	Sports Ethics	3
❑ SRM 450	Sports Law	3
❑ SRM 460	Sports Marketing	3
❑ SRM 470	Sports Finance	3

The mission of the School 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 the School of Business: Dr. Ulf Spears

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

Associate Degree Major: Business Administration

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

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

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.

Program Requirements: 63 credits; 30 upper-division credits in residence, 34 credits total upper division.

Prerequisites: 6 credits

❑ BUS 223	Introduction to Microsoft Office	3
❑ MA 111 or MA 243	College Algebra or Intro to Statistics (or higher level math)	3

Major Requirements: 57 credits

❑ BUS 101	Introduction to Business and Personal Finance	3
❑ BUS 195	Internship Preparation	2
❑ BUS 211 + 213	Financial Accounting + Managerial Accounting	3+3
❑ BUS 290	Ethics, Social Issues, and Responsibility	3
❑ BUS 303	Business and Employment Law	3
❑ BUS 310	Management Theory and Practice	3
❑ BUS 311 + 312	Intermediate Accounting I + II	3 + 3
❑ BUS 314	Cost Accounting	3
❑ BUS 332	Auditing	3
❑ BUS 336	Accounting Information Systems	3
❑ BUS 394	Research Methods and Statistics	3
❑ BUS 411	Advanced Accounting	3
❑ BUS 412	Individual Taxation	3
❑ BUS 445	Global Business	3
❑ BUS 495	Internship	1-6
❑ EC 203	Economics	3
❑ MKTG 242	Marketing	3
❑ Elective: Select at least 3 credits from the following		3
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.

Program Requirements: 48 credits: 16 credits in residence, 22 credits total upper division.

Prerequisites: 6 credits

❑ BUS 223	Introduction to Microsoft Office	3
❑ MA 111 or MA 243	College Algebra or Intro to Statistics (or higher level math)	3

Major Requirements: 42 credits

❑ BUS 101	Introduction to Business and Personal Finance	3
❑ BUS 195	Internship Preparation	2
❑ BUS 211	Financial Accounting	3
❑ BUS/COMM 261	Organizational Writing and Presentations	3
❑ BUS 290	Ethics, Social Issues, and Responsibility	3
❑ BUS 303	Business and Employment Law	3
❑ BUS 310	Management Theory and Practice	3
❑ BUS 319	Intro to Human Resource Management	3
❑ BUS/PSY 321	Organizational Behavior	3
❑ BUS 363	Introduction to Business Finance	3
❑ BUS 394	Research Methods and Applied Statistics	3
❑ BUS 445	Global Business	3
❑ BUS 495	Internship	1-6
❑ EC 203	Economics	3
❑ 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 Emphases

The Business Administration major with emphases balance theoretical instruction with practical, hands-on experiences. Each emphasis provides the student with in-depth knowledge in a particular area of theory and practice.

Program Requirements: 54 credits: 22 credits in residence, 28 credits total upper division.

Prerequisites: 6 credits

❑ BUS 223	Introduction to Microsoft Office	3
❑ MA 111 or MA 243	College Algebra or Intro to Statistics (or higher level math)	3

Major Requirements: 30 credits

❑ BUS 101	Introduction to Business and Personal Finance	3
❑ BUS 195	Internship Preparation	2
❑ BUS 211	Financial Accounting	3
❑ BUS 290	Ethics, Social Issues, and Responsibility	3
❑ BUS 303	Business and Employment Law	3
❑ BUS 310	Management Theory and Practice	3
❑ BUS 319	Intro to Human Resource Management	3
❑ BUS 394	Research Methods and Applied Statistics	3
❑ BUS 495	Internship	1-6
❑ EC 203	Economics	3
❑ MKTG 242	Marketing	3

Emphasis (Choose one): 18 credits

Entrepreneurship Emphasis:

❑ BUS 450	Strategic Management	3
❑ CET 299	Christian Entrepreneurship Training	3
OR TH 310	Christian Ethics	
❑ COMM 312	Design Thinking & Entrepreneurship	3
❑ SE 311	Entrepreneurial Leadership in an Urban Context	3
❑ SOC 345	Social Problems and Public Policy	3

❑ Elective: Select at least 3 credits from the following		3
MKTG 342	Marketing Management (3)	
SE 301	Entrepreneurial Enterprise (3)	
SE 352	Entrepreneurial Project Management (3)	

Health Care Administration Emphasis:

❑ HCA 302**	Principles of Patient Care	3
❑ HCA 303**	Alternative Methods and Public Policy	3
❑ HCA 315**	Cultural Competency in Health Care Organizations	3
❑ HCA 410**	Quality Management in Health Care	3
❑ HCA 412**	Health Care and Ethics	3
❑ HCA 450**	Critical Issues in Health Care	3

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

Human Resource Management Emphasis:

❑ BUS 318**	Performance Management, Strategy & Change	3
❑ BUS 327**	Employee Training & Development	3
❑ BUS 329**	Cross-Cultural Communication, Staffing & Recruitment	3
❑ BUS 330**	Components of Workplace Compensation	3
❑ BUS 460**	Fundamentals of Employee Benefits	3
❑ BUS 497**	HR Capstone	3

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

Leadership/Management Emphasis:

❑ BUS 213	Managerial Accounting	3
❑ BUS 363	Introduction to Business Finance	3
❑ BUS 445	Global Business	3
❑ BUS 450	Strategic Management	3
❑ MKTG 342	Marketing Management	3
❑ SE 311	Entrepreneurial Leadership in an Urban Context	3

Upon successful completion of the Business Administration major with an emphasis in Entrepreneurship, graduates will 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.

Upon successful completion of the Business Administration major with an emphasis in Health Care Administration, 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.

Upon successful complete of the Business Administration major with an emphasis in Human Resource Management, graduates will 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, cultural competence, 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 business 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.

Upon successful completion of the Business Administration major with an emphasis in Leadership/Management, graduates will demonstrate:
- Effective leadership and team oriented capabilities.
- Proficiency in the basic theories associated with Management and Leadership, such as Organizational Theory, Operations Management, Marketing Management, Corporate Finance, and Strategic Management.
- The ability to integrate and apply their learning in complex projects and assignments that may include: research, collaborative projects, and/or field assignments.

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.

❑ BUS 195	Internship Preparation	2
❑ BUS 223	Introduction to Microsoft Office	3
❑ BUS 261	Organization Writing and Presentations	3
❑ BUS 290	Ethics, Social Issues, and Responsibility	3
❑ BUS 394	Research Methods & Applied Statistics	3
❑ BUS 495	Internship	1-6
❑ COMM 250	Introduction to Digital Media	3
❑ COMM 381	Social Media & Analytics	3
❑ MKTG 242	Marketing	3
❑ MKTG 300	Consumer Behavior	3
❑ MKTG 342	Marketing Management	3
❑ MKTG 350	Customer Relationship Management	3
❑ MKTG 420	Advertising & Public Relations	3
❑ MKTG 425	Integrated Marketing Communication	3
❑ Elective: Take at least 3 credits from the following:		3
BUS 479	Selected Topics (1-3)	
COMM 265	Fundamentals of Web Design (3)	
COMM 310	Writing Across Media (3)	
PSY 201	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.

4+1 MASTER OF BUSINESS ADMINISTRATION (Accelerated)

Students who earn a BS or BA degree at Warner Pacific University with a major in Business Administration or Accounting 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 core areas eligible for advanced placement: Leadership/Diversity; Economics; Managerial Accounting; Marketing; and Global Leadership (for the MBA) or Economics; Managerial Accounting; and Marketing (for the MBA with Management and Leadership Emphasis). Please consult with an advisor or review the PGS section of this catalog for more information regarding this program.

A.S. in BUSINESS ADMINISTRATION

27 credits: 15 in residence

❑ BUS 101	Introduction to Business & Personal Finance	3
❑ BUS 211	Financial Accounting	3
❑ BUS 223	Introduction to Microsoft Office	3
❑ BUS/COMM 261	Organizational Writing and Presentations	3
❑ BUS 310	Management Theory and Practice	3
❑ EC 203	Economics	3
❑ MKTG 242	Marketing	3
❑ Approved Business electives, selected in consultation with 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).

MINOR in Accounting

Prerequisites: EC 203, BUS 303, MA 111 or 243 required.
18 credits: 12 credits in residence, 12 credits upper division.

❑ BUS 211 + 213	Financial Accounting + Managerial Accounting	3+3
❑ BUS 311 + 312	Intermediate Accounting I + II	3+3
❑ Elective: Take at least 6 credits from the following:		6

BUS 314	Cost Accounting (3)	BUS 413	Business Taxation (3)
BUS 332	Auditing (3)	BUS 415	VITA/Tax Volunteer (1-3)
BUS 411	Advanced Accounting (3)	BUS 490	Special Topics (3)
BUS 412	Individual Taxation (3)		

MINOR in BUSINESS ADMINISTRATION

Prerequisites: EC 203, MA 111 or 243 required.
24 credits: 15 credits in residence, 12 credits upper division.

❑ BUS 101	Introduction to Business and Personal Finance	3
❑ BUS 211	Principles of Accounting I	3
❑ BUS/COMM 261	Organizational Writing and Presentation	3
❑ BUS 303	Business and Employment Law	3
❑ BUS 310	Management Theory and Practice	3
❑ BUS 363	Introduction to Business Finance	3
❑ BUS 394	Research Methods and Applied Statistics	3
❑ MKTG 242	Marketing	3

MINOR in DIGITAL MARKETING

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

❑ BUS 290	Ethics, Social Issues, and Responsibility	3
❑ COMM 250	Introduction to Digital Media	3
❑ COMM 381	Social Media & Analytics	3
❑ MKTG 242	Introduction to Marketing	3
❑ MKTG 300	Consumer Behavior	3
❑ MKTG 420	Advertising & Public Relations	3
❑ 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.

❑ BUS 101	Introduction to Business	3
❑ BUS 290	Ethics, Social Issues and Responsibility	3
❑ BUS 303	Business Law	3
❑ BUS 363	Introduction to Business Finance	3
❑ COMM 312	Design Thinking & Entrepreneurship	3
❑ SE 311	Entrepreneurial Leadership with an Urban Context	3

MINOR in HEALTH CARE ADMINISTRATION

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

❑ HCA 302**	Principles of Patient Care	3
❑ HCA 303**	Alternative Methods and Public Policy	3
❑ HCA 315**	Cultural Competency in Health Care Organizations	3
❑ HCA 410**	Quality Management in Health Care	3
❑ HCA 412**	Health Care and Ethics	3
❑ 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 online format. Please consult with your Advisor for additional information.*

MINOR in HUMAN RESOURCE MANAGEMENT

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

❑ BUS 318**	Performance Management, Strategy & Change	3
❑ BUS 319	Introduction to Human Resource Management	3
❑ BUS 327**	Employee Training & Development	3
❑ BUS 329**	Cross-Cultural Communication, Staffing & Recruitment	3
❑ BUS 330**	Components of Workplace Compensation	3
❑ BUS 460**	Fundamentals of Employee Benefits	3

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

MINOR in SOCIAL ENTREPRENEURSHIP

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

❑ BUS 101	Introduction to Business	3
❑ BUS 290	Ethics, Social Issues and Responsibility	3
❑ COMM 312	Design Thinking & Entrepreneurship	3
❑ SE 311	Entrepreneurial Leadership with an Urban Context	3
❑ Elective: Select at least 6 credits from the following		6
CET 199+299	Christian Entrepreneurship Training (3+3)	
TH 310	Christian Ethics (3)	

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 the School of Education: Dr. Jeannie Ray-Timoney

Associate Dean of the School of Education: Dr. Kevin Spooner

Baccalaureate Degree Major: Early Childhood/Elementary Education

Preliminary Teaching Licensure: 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:
- ESOL: English to Speakers of Other Languages
- Reading Interventionist
- SPED: Special Education

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

At the time of licensure, Education 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, licensure fees, fingerprinting, and licensure assessments as determined by TSPC. Additional information regarding licensure requirements as well as 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.

Teacher Candidate Performance Assessment (TCPA)

As a requirement for Oregon licensure, the Teacher Standards and Practices Commission (TSPC) requires that candidates provide evidence of ability to perform in a clinical experience.

In 2021, Oregon House Bill (HB) 3354 gave the Oregon Teacher Standards and Practices Commission the ability to approve Oregon teacher education programs' local assessment option in lieu of completing the Pearson edTPA. The Teacher Candidate Performance Assessment (TCPA) is Warner Pacific University's local assessment option. According to TSPC, the purpose of the local assessment option is to ensure a candidate's readiness to provide meaningful instruction for PreK-12 students with diverse learning needs.

The Warner Pacific University TCPA addresses the following CCSSO InTASC Standards which articulate core expectations for knowledge, skills, and dispositions in teaching:

Domain I. Learner and Learning
- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments

Domain II. Content Knowledge
- Standard 4: Content Knowledge
- Standard 5: Application of Content

Domain III. Instructional Practice
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

The TCPA is a formative assessment providing one piece of data documenting teacher candidates' progress towards TSPC and national accreditation standards. The TCPA is meant to be completed by the teacher candidate with input, and feedback, from the mentor teacher and university supervisor to ensure it will benefit PreK-12 student learning, especially for students historically marginalized in educational settings. A minimum score of 80% is required for successful completion of this assessment. The TCPA is a component of clinical experience and the complementing seminar course.

Additional information regarding TSPC licensure requirements can be located at 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 for more information.

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, the TCPA 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

61 credits: 30 credits in residence, 43 credits upper division.

❑ ED 225	Human Development and Learning Theory Implications for P-12	4
❑ ED 240	Integrating Educational Technology in the Classroom	3
❑ ED 250	Introduction to Education (with 30 hour practicum)	2
❑ ED 281	Curriculum Planning and the Role of the Teacher	3
❑ ED 334	Teacher as Manager (with 30 hour practicum)	2
❑ ED/EN 341	Literature for Children	3
❑ ED 353	Cultural Diversity	3
❑ ED 372	Literacy Methods in the Classroom (with 50 hour practicum)	4
❑ ED 375	Social Studies Methods in the Classroom	2
❑ ED 376	ESOL Methods in the Classroom	2
❑ ED 377	Art/PE/Music Methods in the Classroom	2
❑ ED 378	Math and Science Methods in the Classroom	3
❑ EDPSY 360	Exceptional Learners	3
❑ EDPSY 395	Observation, Assessment and Evaluation	3
❑ MA 211	Fundamentals of Elementary Math I	3
❑ MA 212	Fundamentals of Elementary Math II	3
❑ ED 481	Professional Development Seminar	2
❑ ED 491	Student Teaching I (100-hour experience)	2
❑ ED 495	Student Teaching II (15-week full-time experience)	12

Graduation Requirement: Successfully complete a minimum of 15 weeks of student teaching and successfully complete the TCPA.

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.

SCHOOL 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 the School of Nursing: Andrea Thompson

Associate Dean of the School of Nursing: Dr. Katie Ketterling-Thornburg

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 Mount Tabor Campus. 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 School 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, for internal applicants, if you are completing all requirements 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 Records Office on the Mount Tabor Campus.
   Students should apply by April 15 for Fall admission and by October 15 for Spring admission.
3. The School of Nursing reserves the right to request an interview (virtual or face-to-face) to determine fit with the BSN Degree Program.
4. The School 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.

RN LICENSURE PROCESS

Warner Pacific (WP) University's School 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 major courses. Each course in the major must be passed with a minimum grade of "C-". There are multiple elements that are required in order to pass a Nursing major course with a minimum grade of "C-". In addition to receiving a final cumulative course grade of at least 70 percent, students are required to maintain a cumulative passing grade of at least 70 percent in all proctored examinations within the Nursing major course, to pass the clinical component of the Nursing major course (for clinical courses), and to submit all required assignments for the Nursing major course. Failure to meet any one of these required course elements may result in an overall failing grade for the Nursing major course. Please refer to the BSN Degree Program Handbook for additional information regarding required minimum standards in order to pass Nursing major courses.
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):

❑ BIO 221 + 222	Human Anatomy and Physiology I + II, with labs	4 + 4
❑ BIO 370	Microbiology, with lab	4
❑ CHEM 111	Introduction to Chemistry, with lab	4
❑ MA 105	Math for Liberal Arts	3
❑ PSY 201	General Psychology	3
❑ SOC 204	Sociology	3
❑ HD/SW 330	Lifespan Human Development	3

Suggested Courses (for areas of interest and/or if needed for general education core requirements):

❑ BIO 212	General Biology II	4
❑ BIO 250	Genetics	4
❑ HE 150 ***OR*** HE 240	Personal Health and Fitness ***OR*** Nutrition	2-3
❑ MA 243	Introduction to Statistics	3
❑ PHIL 300	Ethics	3
❑ REL/SOC 310	Religions of the World	3
❑ SOC 340	Race and Ethnic Relations	3

B.S. in NURSING

54 credits: 54 credits in residence, 52 credits upper division.

❑ NURS 210	Interprofessionalism	2
❑ NURS 301	Pathophysiology	3
❑ NURS 302	Pharmacology	3
❑ NURS 336	Health Assessment & Health Promotion (Didactic, Skills Lab Practicum)	4
❑ NURS 340	Medical-Surgical Nursing I: Providing Care (Didactic, Skills Lab Practicum, Clinical)	5
❑ NURS 350	Diversity, Equity & Advocacy	3
❑ NURS 370	Research, Statistics & Evidence-Based Practice	3
❑ NURS 380	Maternal & Neonatal Health Nursing (Didactic, Skills Lab Practicum, Clinical)	4
❑ NURS 400	Child & Adolescent Health Nursing (Didactic, Clinical)	3
❑ NURS 410	Community & Population Health Nursing (Didactic, Clinical)	3
❑ NURS 440	Medical-Surgical Nursing II: Managing Care (Didactic, Skills Lab Practicum, Clinical)	6
❑ NURS 460	Leadership I: Epidemiology, Prevention & Informatics	3
❑ NURS 470	Mental Health Nursing (Didactic, Clinical)	3
❑ NURS 480	Leadership II: Caring, Safety & Leadership (Didactic)	3
❑ NURS 490	Leadership III: Leadership & 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, demonstrating Christ-centered compassion, respect for the inherent dignity of every person, a commitment to justice and mercy, and ethical care for diverse individuals, families, and communities.
3. Demonstrate sound self-management that enables perseverance, adaptability, and 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.

SCHOOL OF SOCIAL SCIENCE AND SOCIAL WORK

The mission of the Warner Pacific University School of Social Science and Social Work is to equip students through a Christ-centered liberal arts education to become ethical leaders, critical thinkers, compassionate practitioners, and advocates for human dignity who positively influence individuals, organizations, and communities in an increasingly diverse and complex world.

The School of Social Science and Social Work prepares students to integrate interdisciplinary knowledge, research, cultural awareness, and professional practice to address social challenges, promote justice and human flourishing, strengthen communities, and serve others with integrity, competence, and compassion.

The School of Social Science and Social Work seeks to prepare graduates who will:

1. *Demonstrate mastery of interdisciplinary knowledge, theoretical perspectives, and research within social science and social work to critically examine human behavior, relationships, organizations, and social systems.*
2. *Integrate ethical principles, cultural humility, and Christ-centered values into professional practice, leadership, and decision-making that promotes justice, dignity, and the common good.*
3. *Apply critical thinking, communication, research, and problem-solving skills to address complex social, behavioral, organizational, and community challenges.*
4. *Demonstrate strengths-based, ethical, and evidence-informed practice behaviors that support individuals, families, groups, organizations, and communities across diverse settings.*
5. *Engage effectively with diverse populations through culturally responsive practices that promote inclusion, advocacy, empowerment, and social responsibility.*
6. *Apply interdisciplinary knowledge and professional skills across micro, mezzo, and macro systems to enhance quality of life, foster resilience, and instill hope for the future.*
7. *Develop leadership capacities that prepare graduates for advanced study, professional service, community engagement, and meaningful vocational impact in local, national, and global contexts.*

Interim Dean of the School of Social Science and Social Work: Dr. Victor Reynolds

Executive Director of Social Work; Associate Dean of the School of Social Science and Social Work: Dr. Stephanie Mace

Baccalaureate Degree Programs: B.S. in Criminology and Justice, B.S. in Psychology, B.S. in Social Science, Bachelor of Social Work (BSW)

Dual Baccalaureate Degree Programs: Bachelor of Social Work (BSW) and B.S. in Criminology and Justice Dual Degree program; Bachelor of Social Work (BSW) and B.S. in Psychology Dual Degree program

Associate Degree Majors: Social Science

Minors: Criminal Justice, Psychology, Sociology, Trauma Intervention

Course Subject Areas: Criminal Justice, Political Science, Psychology, Sociology, Social Science, Social Work

B.S. in CRIMINOLOGY AND JUSTICE

42-45 credits: 24 credits in residence; 33 upper division credits.

❑ PSY 201	General Psychology	3
❑ SOC 204	Principles of Sociology	3
❑ SW 200	Exploring Social Work	3
❑ CJ 300 **	Criminology	3
❑ CJ 310 **	The American Legal System	3
❑ SOC 340	Race and Ethnic Relations	3
❑ SOC 345	Social Problems and Public Policy	3
❑ CJ 395 **	Data Analysis for Criminal Justice	3
❑ CJ 410 **	Criminal Justice Administration	3
❑ SW 420	Addictions, Mental Health, and Trauma	3
❑ CJ 430 **	Criminal Justice Practicum	3-6
❑ CJ 440 **	Professional Ethics in Criminal Justice	3
❑ CJ 455 **	Restorative Justice	3
❑ SW 485	Human Trafficking and Human Rights	3

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

Learning Outcomes for the B.S. in Criminology and Justice:

Upon successful completion of the major in Criminology and Justice 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 Criminology and Justice.
3. Describe the interaction of human systems: individual, interpersonal, group, family, organizational, community, and societal in reference to Criminology and Justice.
4. Explain methods, statistics, research, and the application of technology in the field of Criminology and Justice.
5. Discuss Criminology and 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 Criminology and 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.

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.

Program Requirements: 42-43 credits: 21 credits in residence, 24 credits upper division.

Prerequisite: 3 credits

❑ PSY 201	General Psychology	3

Major Requirements: 39-40 credits

❑ PSY 314	Abnormal Psychology	3
❑ PSY 330	Lifespan Human Development	3
❑ PSY/SOC 350	Social Psychology	3
❑ PSY 401	History and Systems	3
❑ PSY 402	Personality Theory	3
❑ PSY 416	Psychological Testing/Assessment	3
❑ PSY 420	Learning Theory	3
❑ PSY 430	Counseling Theory	3
❑ SOC 320	Human Sexualities	3
❑ SOC 340	Racial and Ethnic Relations	3
❑ SOC 345	Social Problems and Public Policy	3
❑ SS 393	Research Methods and Applied Statistics	4
Select one of the following courses:		
❑ PSY/BUS 321	Organizational Behavior	3
❑ SW 479	Selected Topics	2
❑ SW 481	Family Violence Across the Lifespan	2
❑ SW 482	Child Welfare	2
❑ 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.

❑ PSY 201	General Psychology	3
❑ PS 140	Introduction to Politics and American Government	3
❑ SOC 204	Principles of Sociology	3
❑ EC 203	Economics	3
❑ SS 393	Research Methods and Applied Statistics	3-4
OR EDPSY 395	Observation, Assessment and Evaluation	
❑ One of the following courses *:*		3
SOC 340	Race and Ethnic Relations (3)	
SOC 345	Social Problems and Public Policy (3)	
❑ Electives in HIS, EC, PSY, PS, SOC, SS, SW, HD, URB (may include up to 10 credits duplicated with Business Administration major, chosen with advisor)		22-23

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

- Articulate principles of individual human behavior and their subsequent impact on social organization, cultural patterns and social institutions.
- Explain the process(es) of quantitative and qualitative research approaches in the formation of public policy, nationally as well as internationally.
- Analyze the relationship(s) between individual economic units, overall economic principles, and the various institutions and issues of government.

- Describe the basic concepts, theories, models, and vocabulary necessary to understand social science.
- Critically evaluate social science research, integrating the following: scientific method, various research designs, and the construction of researchable questions.
- Experience "hands on" learning and contextual networking the field of social science.
- Identify the major issues of the field of social science and observe how these influence both self and others.
- Analyze differences between structures and practices of various world views as they relate to social science.
- Explore the implications of ethical challenges for their discipline.
- Demonstrate information literacy by applying appropriate internet and library resources in the development of research papers and presentations.
- Discuss the complexities of national origin, ethnicity, gender, sexual orientation, disabilities, and cultural relations and how these social divides challenge people as they seek to live and work respectfully with all persons.
- Synthesize concepts learned into a holistic view of persons and their interacting systems.

BACHELOR OF SOCIAL WORK (BSW) PROGRAM

The mission of the WPU 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.*

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 following guidelines apply to all students in the WPU Social Work Program, including postbaccalaureate students and dual degree students.

ADMISSION TO THE SOCIAL WORK PROGRAM

The Social Work Program has established the criteria for admission that it believes will best position students to be successful in the field of social work and in accordance with common registration and/or licensing requirements. The Social Work Application Packet is available electronically and in print from the Social 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

❑ BIO 121	Biology for Health Science	4
❑ PSY 201	General Psychology	3
❑ SOC 204	Principles of Sociology	3

Major Requirements: 48 credits*: 34 in residence, 34 upper division.

❑ SW 200	Exploring Social Work	3
❑ SW 330	Lifespan Human Development	3
❑ SOC 340	Race and Ethnic Relations	3
❑ SOC 345	Social Problems and Public Policy	3
❑ SW 380	Practice I: Individuals	4
❑ SW 385	Practice II: Families and Groups	4
❑ SW 390	Practice III: Organizations and Communities	4
❑ SS 393	Research Methods and Applied Statistics	4
❑ SW 420	Addictions, Mental Health, and Trauma	3
❑ SW 485	Human Trafficking and Human Rights	3
❑ SW 491+492	Field Practicum I + II	5+5
❑ 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.
- Advance human rights and social, economic, and environmental justice.
- Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
- 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.

BACHELOR OF SOCIAL WORK (BSW) for POSTBACCALAUREATE STUDENTS

Students holding a baccalaureate degree from a regionally accredited college or university may earn the Bachelor of Social Work (BSW) as a Postbaccalaureate student as follows:

- ❑ Follow the standard procedures for admission to the Social Work Program as outlined.
- ❑ Meet the requirements for maintaining good standing in the Social Work Program as outlined.
- ❑ Complete the 48 credits of major requirements for the BSW degree as outlined.
- ❑ Students may have transfer equivalencies that can apply towards the 48 credits of major requirements upon approval of the Social Work faculty; however, a minimum of 30 credits must be completed in residence at Warner Pacific. Warner Pacific does not grant Social Work course credit for life experience or previous work experience.

DUAL DEGREE: BACHELOR OF SOCIAL WORK (BSW) and B.S. in CRIMINOLOGY AND 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 Criminology and 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 Criminology and 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; 60 upper division credits.

❑ PSY 201	General Psychology	3
❑ SOC 204	Principles of Sociology	3
❑ SW 200	Exploring Social Work	3
❑ CJ 300 **	Criminology	3
❑ CJ 310 **	The American Legal System	3
❑ SW 330	Lifespan Human Development	3
❑ SOC 340	Race and Ethnic Relations	3
❑ SOC 345	Social Problems and Public Policy	3
❑ SW 380	Practice I: Individuals	4
❑ SW 385	Practice II: Families and Groups	4
❑ SW 390	Practice III: Organizations and Communities	4
❑ SS 393	Research Methods and Applied Statistics	4
❑ CJ 410 **	Criminal Justice Administration	3
❑ SW 420	Addictions, Mental Health, and Trauma	3
❑ CJ 440 **	Professional Ethics in Criminal Justice	3
❑ CJ 455 **	Restorative Justice	3
❑ SW 485	Human Trafficking and Human Rights	3

❑ SW 491+492	Field Practicum I + II	5+5
❑ 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.

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

Learning Outcomes for the Dual Degree in Social Work and Criminology and Justice:

Upon successful completion of the Dual Degree in Social Work and Criminology and Justice, graduates will be able to demonstrate behaviors that show competence in the following:

- Demonstrate ethical and professional behavior.
- Advance human rights and social, economic, and environmental justice.
- Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
- 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.
- Exhibit knowledge of the historical, philosophical, and theoretical underpinnings of criminal justice systems.
- Evaluate Criminology and 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.
- Discuss Criminology and 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 Criminology and Justice.
- Describe the interaction of human systems: individual, interpersonal, group, family, organizational, community, and societal in reference to Criminology and 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 Criminology and Justice.

DUAL DEGREE: BACHELOR OF SOCIAL WORK (BSW) and B.S. in PSYCHOLOGY

This program provides an opportunity for students to graduate with two degrees, a baccalaureate degree in Social Work (BSW) and a BS degree in Psychology. 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 Psychology. For the field practicum requirement, students will need to be placed in at a field site that provides preparation for both social work and psychology fields; please consult with your advisor for additional details.

69 credits: 34 credits in residence; 60 upper division credits.

❑ PSY 201	General Psychology	3
❑ SOC 204	Principles of Sociology	3
❑ SW 200	Exploring Social Work	3
❑ PSY 314	Abnormal Psychology	3
❑ SW 330	Lifespan Human Development	3
❑ SOC 340	Race and Ethnic Relations	3
❑ SOC 345	Social Problems and Public Policy	3
❑ SW 380	Practice I: Individuals	4
❑ SW 385	Practice II: Families and Groups	4
❑ SW 390	Practice III: Organizations and Communities	4
❑ SS 393	Research Methods and Applied Statistics	4
❑ PSY 401	History and Systems of Psychology	3
❑ PSY 402	Personality Theory	3
❑ SW 420	Addictions, Mental Health, and Trauma	3
❑ PSY 420	Learning Theory	3
❑ PSY 430	Counseling Theory	3
❑ SW 485	Human Trafficking and Human Rights	3
❑ SW 491+492	Field Practicum I + II	5+5
❑ 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 Psychology

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

- Demonstrate ethical and professional behavior.
- Advance human rights and social, economic, and environmental justice.
- Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
- 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.
- Articulate the major concepts, theoretical perspectives, research findings and historical trends 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.

A.S. in SOCIAL SCIENCE

The Associate of Arts in Social Science is a degree concentrating on exposure to social science. 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 social science.

27 credits; 18 credits in residence

❑ EC 203	Economics	3
❑ PSY 201	General Psychology	3
❑ PS 140	American Government	3
❑ SOC 204	Principles of Sociology	3
❑ Political Science elective		3
❑ History elective		3
❑ 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 204 (Urban Life), and History Elective (Historical Knowledge).

MINOR in CRIMINAL JUSTICE

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

❑ CJ 300 **	Criminology	3
❑ CJ 310 **	The American Legal System	3
❑ CJ 410 **	Criminal Justice Administration	3
❑ CJ 455 **	Restorative Justice	3
❑ Electives: Choose 2 courses (6 credits) from the following		6
SOC 340	Race and Ethnic Relations (3)	
SOC 345	Social Problems and Public Policy (3)	
SOC 360 **	Urban Sociology (3)	
SS 380 **	Conflict Resolution (3)	
CJ 395 **	Data Analysis for Criminal Justice (3)	
SS 420	Addictions, Mental Health, and Trauma (3)	
CJ 440 **	Professional Ethics in Criminal Justice (3)	

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

MINOR in PSYCHOLOGY

Prerequisite: PSY 201

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

❑ EDPSY 416	Educational and Psychological Testing and Assessment	3
❑ PSY 314	Abnormal Psychology	3
❑ PSY 401	History and Systems of Psychology	3
❑ PSY 402	Personality Theory	3
❑ PSY 430	Counseling Theory and Techniques	3

MINOR in SOCIOLOGY

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

❑ SOC 204	Principles of Sociology	3
❑ SOC 340	Race and Ethnic Relations	3
❑ SOC 345	Social Problems and Public Policy	3
❑ Approved elective coursework		6

MINOR in TRAUMA INTERVENTION

Prerequisite: PSY 201

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

❑ COMM 218	Interpersonal Communications	2
❑ SW 481 ***OR*** SW 485	Family Violence Across the Life Span ***OR*** Human Trafficking	2-3
❑ PSY 314	Abnormal Psychology	3
❑ PSY 340	Emotional First Aid Seminar	1
❑ PSY 341	Trauma Intervention Program Training	4
❑ PSY 430	Counseling Theory	3
❑ PSY 441	Stress, Crisis, Trauma, and Self Care	3
❑ PSY 492	Internship	3

OFF-CAMPUS STUDY (OCS) PROGRAMS

Warner Pacific offers several opportunities for off-campus study through a partnership with the Council for Christian Colleges and Universities (CCCU).

Application Eligibility

- Minimum of one semester full-time attendance at WPU before application to OCS
- Proof of a cumulative GPA of 2.75
- FAFSA/waiver on file with 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.

CCCU OFF-CAMPUS STUDY SEMESTER PROGRAMS

The Council for Christian Colleges and Universities (CCCU), an association of 113 members and 73 affiliate institutions in 23 countries, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional learning environment. These interdisciplinary learning opportunities are available to juniors and seniors, while some programs also accept second-semester sophomores. For further information and current program offerings, visit https://www.cccuglobaled.org/

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 campus by scheduling a campus tour. To schedule a campus tour, please visit https://www.warnerpacific.edu/admissions-aid/visit/.

WHEN TO APPLY

Warner Pacific University offers open enrollment, meaning applications are accepted year-round, with start dates projected throughout the calendar year. Students are encouraged to apply at least two months prior to their intended start date. For a list of upcoming start dates, please connect with your Admissions Counselor.

HOW TO APPLY

To obtain application materials and information, contact the Office of Admissions by phone, 503-517-1020. All applications are available online, prospective students are encouraged to apply on our 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.
   - Official High School Transcripts are required if transferring fewer than six completed college semester credits.
   - Home-Schooled Applicants are required to submit a transcript or equivalent, signed by a parent or guardian. The transcript must list completed secondary school courses and confirm successful completion of home-school education.
   - Unofficial transcripts may be used for initial evaluation purposes; however, official transcripts must be received by the end of the second course. Failure to comply will result in being administratively withdrawn.
4. Minimum GPA of 2.0 on previous college coursework
   - 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 Alert through the Academic Forgiveness Policy.
   - Applicants who have earned more than 12 college credits from an accredited institution, and have a cumulative GPA below 2.0, may be considered for admission on Academic Alert through the Academic Forgiveness Policy.
5. English proficiency: Students whose native language is not English are required to demonstrate English proficiency. The TOEFL (70+), IELTS (6.0+), Pearson PTE Academic (50+), Pearson English Express (50+), 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 an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 2) 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 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 program

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, Email: InCred@naia.org (Required for varsity athletes)
   World Education Service (WES), Web: www.wes.org, Email: info@wes.org
5. Minimum GPA of 2.0 on previous college coursework.
   - 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 Alert through the Academic Forgiveness Policy.
   - 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 Alert 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+), Pearson PTE Academic (50+), Pearson English Express (50+), 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 an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 2) 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:
   - Missing official transcripts
     Once matriculated, students must submit official transcripts from all schools previously attended by the end of the second course, or risk administrative withdrawals from all remaining courses.
   - Low Admit GPA
     Applicant did not meet required GPA requirement but will enter the university on Academic Alert for the first three courses. To support the student's academic success at Warner Pacific University, students on Academic Alert are expected to meet with an Academic Advisor or a Pathway Navigator once a week. Students on Academic Alert 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
    - If the applicant's admission GPA is under 3.0, an applicant may be considered for admission on Academic Alert through the Academic Forgiveness Policy.
    - If the applicant has earned a masters degree, applicant may supply a graduate-degree transcript with a minimum cumulative GPA of 3.0 or higher to meet the GPA requirements. The baccalaureate degree transcript is still required, but the graduate degree GPA may be utilized for purposes of admission.
6. Any additional requirements for the student's selected graduate program, as detailed in the following section.

ADDITIONAL ADMISSION REQUIREMENTS: GRADUATE

Listed below are additional requirements needed to enter specific programs:

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

1. Writing sample (no longer than 1-page) answering the following questions:
    - Why do you want to earn an MAOL?
    - What experiences have you had that lead you to this degree?

Master of Arts in Teaching (MAT) – Admission Requirements

1. Three professional or academic letters of recommendation, submitted using the MAT-specific recommendation form (required for admission)
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:
    - Why do you want to earn an MBA?
    - 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 Accounting, Business Administration, or Business Administration with emphasis 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. Copy of 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, Email: InCred@naia.org (Required for varsity athletes)
   World Education Service (WES), Web: www.wes.org, Email: 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+), Pearson PTE Academic (50+), Pearson English Express (50+), 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 an accredited US institution of higher education with at least 2 English composition courses completed with grades of C- or higher, or 2) 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:
   - Missing official transcripts
     Once matriculated, student must submit official transcripts from all schools previously attended by the end of the second course, or risk administrative withdrawal from all remaining courses
   - Low Admit GPA
     Applicants who do not meet the minimum GPA requirement provide a written statement explaining the circumstances surrounding their undergraduate work. The Admission Review Committee reviews the applicant's file, and if appropriate, the student is admitted. The student will enter the university on Academic Alert for the first two courses. To support the student's academic success at Warner Pacific University, students on Academic Alert are expected to meet with an Academic Advisor or a Pathway Navigator once a week. Students on Academic Alert must earn at least a "B-" in each of the first two courses in order to continue on into the next course. If successful in the first two courses, the student will be in good standing.
   - Missing admission documents
     In collaboration with the Office of Admissions, the appropriate College/School 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 Records Office, either by mail or email.

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 University 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, if taking in-person or HyFlex courses)
5. Warner Pacific University Student Account Packet (must be completed prior to registration)

Prices good through Spring Semester 2027.
Prices listed are subject to change without notice.

PGS Tuition and Fees 2026-2027

TUITION	
Undergraduate Courses (100, 200, 300, & 400 level courses)	$600 per credit
Masters Courses (500 & 600 level courses)	$910 per credit
Traditional Program Courses	$990 per credit
Audit Fee	$260 per credit
ACADEMIC DEPARTMENTAL FEES	
BUS 613A MBA Thesis Fee	$125
ED 372A Course Fee	$175
ED 495A/695A, SPED 495A Student Teaching	$300
PSY 340A (if auditing)	$30
PSY 340A (if taken for credit)	$150
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
Graduation Fee - Graduate (includes cap, gown and hood)	$250
Graduation Fee - Undergraduate (includes cap and gown)	$195
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	$10

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 students to receive the correct books, on time, automatically.

Students in the PGS programs are automatically shipped their course materials as part of the Slingshot program. Students access their textbook information on the Slingshot website at warnerpacific.slingshotedu.com. Information is provided on the Slingshot website for students to access books provided digitally. Students are required to return all physical rental books to Slingshot using the label provided no later than 1 week after the course ends. Failure to return books will result in additional charges to the student's WP account for the purchase price of the materials.

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. 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. 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 under Student Accounts, Pay on My Account. Payments can be made by e-check and all major credit cards.
2. Visiting the Cashier's Desk in Egtvedt Hall on the Tabor Campus (cash, check, or credit cards accepted in person)
3. Phoning in a credit/debit card payment to 503-517-1207 (only VISA, MasterCard, & Discover)
4. Mailing checks to:
   Warner Pacific University
   Attn: Office of Student Accounts
   2219 SE 68th Ave
   Portland, OR 97215

Credit Cards Accepted

Visa, MasterCard, Discover, and American Express are accepted online at 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.

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. Failure to return textbooks received for a dropped course will result in additional charges to the student's WP account. Returning the textbook may be possible after the drop, depending on the timing of the drop and the condition of the book. Please visit the Slingshot website at 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 Grant (TEACH): The Federal TEACH Grant Program provides grants to students completing or planning to complete course work needed to begin a career in teaching. 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 Counseling and the Agreement to Serve in which the student agrees to:

- Serve as a full-time teacher for four academic years at an elementary school, secondary school, or educational service agency that serves low-income students;
- Teach in a high-need field; and
- Complete the required four years of teaching within eight years after graduating or otherwise 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. Students requesting the TEACH Grant 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. More details are available at https://studentaid.gov/TEACH.

At Warner Pacific University, the TEACH Grant is available to graduate students in the MAT and MEd programs and to junior or senior undergraduate students in the BS 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. 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.

Important Notice: Under the One Big Beautiful Bill Act, the Graduate PLUS Loan Program will no longer be available to new graduate students beginning July 1, 2026. For more information about Direct PLUS Loan eligibility, please contact the Financial Aid Office.

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 or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

Veterans Affairs Benefits

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

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

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 and pace 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 enrollment is calculated as a percentage of the full-time standard. Periodic evaluations monitor the student's cumulative pace of progression toward degree completion within maximum time frames. A student must earn credit for at least 67% of credits attempted to ensure that they will graduate within the maximum timeframe. Pace is calculated by dividing the cumulative number of credits earned by credits attempted. 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. 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 x .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

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.

The full Community Agreement, along with detailed co-curricular policies and behavioral expectations, is published in T*he Squire*, Warner Pacific's official student handbook. In the event of any discrepancy between this catalog and *The Squire*, the co-curricular policies and behavioral expectations outlined in *The Squire* shall prevail. The Squire is available at: https://www.warnerpacific.edu/resources/for-students/.

CAMPUS LIFE & STUDENT ENGAGEMENT

Warner Pacific University is committed to fostering a vibrant, Christ-centered campus life where students are encouraged to grow as leaders, community members, and individuals of purpose. Through co-curricular involvement in student leadership, residential communities, spiritual life, and athletics, students engage in meaningful relationships and experiences that complement their academic journey. These opportunities are designed to support holistic development—spiritually, socially, emotionally, and physically—in alignment with the University's mission to prepare students for lives of service and impact.

Residence Life

The Office of Residence Life provides a safe, welcoming, and inclusive residential experience that supports community engagement, personal growth, and student success. Residence Life staff create and maintain living environments conducive to academic and personal development. Their responsibilities include responding to student concerns, assisting guests, facilitating educational and social programming, establishing safety protocols, and reinforcing the core values of Warner Pacific University.

Campus Ministries

Campus Ministries cultivates the love of God by offering pastoral care, developing transformational leaders, and fostering Christ-centered community on campus and in the city of Portland. College is often a time of spiritual exploration, and Warner Pacific supports students in deepening their faith and engaging their spiritual identity, regardless of denominational background.

Spiritual formation is central to the health and vitality of the University community. Students are encouraged to participate in campus chapel gatherings and community service. Chapel takes place on Tuesdays and Thursdays in McGuire Auditorium.

Student Leadership and Organizations

Warner Pacific offers opportunities for leadership and engagement through student government, campus organizations, and co-curricular programming. These experiences help students build community, develop leadership skills, and contribute to campus life. Students are encouraged to participate in existing organizations or start new ones based on shared interests and goals.

For the most current list of student organizations and leadership roles—and instructions on how to get involved—please refer to *The Squire*.

Athletics

Competitive athletics for men and women are an important component of the Warner Pacific student experience. Athletics contribute to campus spirit, pride, and student development, reflecting the University's commitment to holistic education where faith, scholarship, and athletics intersect.

Warner Pacific fields intercollegiate teams in:

- Women's sports: Basketball, Cross Country, Soccer, Softball, Track & Field, Volleyball
- Men's sports: Baseball, Basketball, Cross Country, Golf, Soccer, Track & Field
- Co-ed sport: Esports

The University competes in the **Cascade Collegiate Conference (CCC)** and is a member of the N**ational Association of Intercollegiate Athletics (NAIA)**. For more information about athletics at Warner Pacific, visit www.wpuknights.com.

STUDENT SUPPORT & CAMPUS SERVICES

Warner Pacific University offers a range of inclusive services to support student wellbeing, academic success, and personal growth. As both a Hispanic-Serving Institution (HSI) and Minority-Serving Institution (MSI), the University is committed to equitable access and holistic care in support of its diverse student body.

Counseling Center

The Counseling Center provides a confidential, supportive environment to help students address personal, emotional, and academic challenges. Services are designed to promote mental wellness, strengthen relationships, enhance coping skills, and support student success inside and outside the classroom.

Counselors help students build on their strengths to manage stress, improve time management, navigate identity development, and foster healthy living. When life stressors become overwhelming, licensed counselors are available to provide crisis support and connect students with appropriate resources, while maintaining the highest standards of confidentiality.

The Counseling Center is located in **Smith Hall**. For more information or to schedule an appointment, visit:https://www.warnerpacific.edu/student-success-engagement/health-wellness/counseling-services/.

Student Health Insurance

All students are strongly encouraged to maintain personal health insurance coverage during their enrollment at Warner Pacific. While basic **accident insurance** is automatically provided to students enrolled in six or more credits as part of their general student fees, this coverage does not constitute comprehensive health insurance.

Students without health insurance may be eligible for the **Oregon Health Plan (OHP)** or other affordable options. For assistance exploring coverage, please contact the Office of Financial Aid.

Warner Pacific University is not responsible for any medical expenses not covered by a student's insurance or the basic accident policy.

Student Immunizations

In accordance with **Oregon state law**, all full-time students must provide documentation of receiving two doses of a measles-containing vaccine (typically the MMR vaccine). Students are also expected to provide records of all other immunizations required by the Oregon Health Authority for enrollment in public and private institutions.

In addition, all students are required to submit a completed **Health Information Form** during registration. All health history information is confidential and may only be shared with the student's written consent.

Additional Requirements for International Students

International students with non-immigrant visas must meet the following state-mandated requirements before attending classes or entering campus:

1. **Measles Immunization:** Proof of at least one dose is required before arrival on campus. A second dose must be completed within 30 days of the start of the term to remain enrolled.
2. **Tuberculosis Screening:** Proof of tuberculosis screening (PPD/Mantoux) must be provided within six months of entering college.

For the most current immunization requirements, visit the Oregon Health Authority's website: www.healthoregon.org/imm

Career Services

Career Services supports students in exploring career paths, identifying their strengths, and preparing for meaningful work and service beyond graduation. Through individualized guidance and access to a wide range of tools and opportunities, students are empowered to develop professional confidence and purpose..

- **Career Mentoring:** One-on-one appointments are available for career coaching, vocational assessments, and career exploration.
- **Workshops:** Resume writing, cover letters, interviewing techniques, and job search strategies are offered regularly.• Employment Opportunities – Updates of the latest jobs, internships,volunteer opportunities, and local career fairs are posted on WPU's Handshake (warnerpacific.joinhandshake.com)
- **Employment Resources:** Current job openings, internships, volunteer opportunities, and career fair details are posted on WPU's Handshake platform: warnerpacific.joinhandshake.com Resume and cover letter support – Appointments can be scheduled through via Careerservices@warnerpacific.edu.
- **Document Support:** Resume and cover letter reviews are available by appointment.
- **Online Tools:** Students have access to a variety of digital resources and career exploration platforms accessible from anywhere.

To schedule an appointment or learn more, email eburke@warnerpacific.edu.

Student Vehicles
Students who bring vehicles to campus are required to register them and purchase a parking permit. Permits cost **$85 per semester**, and students must provide their name, ID number, contact information, and vehicle details (make, model, license plate).

Parking regulations are strictly enforced. Fines of **$20 per violation** apply to improperly parked vehicles. Unregistered vehicles may also be subject to additional fees, including DMV search costs and a retroactive permit charge.

For complete parking policies and vehicle regulations, visit the Campus Safety webpage at:www.warnerpacific.edu/resources/campus-safety-emergency-management/services-regulations.

Weather Closures
In the event of inclement weather or other emergencies, the Executive Vice President/Chief Financial Officer will determine whether the University will close or delay in-person operations. Closure notices are posted on the WPU website (warnerpacific.edu), shared via local media, and distributed through the University's emergency notification system.

Students may sign up to receive alerts by text or email at: warnerpacific.omnilert.net

Even when campus remains open, students are encouraged to use discretion based on local conditions. Students should notify instructors of any weather-related absences. **For in-person classes,** instructors may shift instruction or coursework to Canvas as needed. **Online courses** will continue as scheduled unless otherwise communicated.

COMPLIANCE & STUDENT RIGHTS

The policies in this section are summarized from The Squire, Warner Pacific University's official student handbook. In the event of any discrepancy between this catalog and The Squire, the policies in The Squire shall prevail. The Squire is available at: https://www.warnerpacific.edu/resources/for-students/

Statement of Non-Discrimination
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.

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 prohibit discrimination on the basis of sex in any federally funded education program or activity. Warner Pacific University does not discriminate on the basis of sex in its education programs and activities that it operates, including in admission and employment.

Title IX Coordinator
John Coules, Director of Human Resources/Title IX Coordinator
Office Location: A.F. Gray 218 Office Phone: 503-517-1205 Email: jcoules@warnerpacific.edu

All inquiries concerning the application of Title IX may be referred to the Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

To report a concern, visit: www.warnerpacific.edu/title-ix/student-report

Full policy: www.warnerpacific.edu/title-ix

Non Retaliation Policy
The University's intent is to always be mindful of the complainant's wellbeing and to take ongoing steps to protect them from retaliation or harm. Retaliation against any individual who makes a report, files a complaint, or participates in an investigation or disciplinary proceeding related to Title IX or discrimination is strictly prohibited.

Any student who believes they are experiencing retaliation should report it immediately to the University's Title IX Coordinator.

Anti-Hazing
Warner Pacific University strictly prohibits hazing in all forms. Hazing is defined as any intentional, knowing, or reckless act—committed individually or in a group—toward another person in connection with joining, affiliating with, or continuing membership in a student or campus-affiliated group. These acts may cause or risk physical injury, emotional distress, humiliation, or other forms of harm, regardless of the individual's willingness to participate.

Hazing undermines personal dignity, creates unsafe environments, and contradicts the University's Christ-centered mission to foster respect, belonging, and wellbeing. The University is committed to prevention, education, and accountability regarding hazing behaviors. Any individual or organization found responsible for hazing will face disciplinary action, which may include suspension, dismissal, or revocation of group recognition.

Hazing violates University policy and may be punishable under Oregon and federal law.

All members of the Warner Pacific community are encouraged to report hazing concerns. Reports can be made confidentially or anonymously.

For more information or to submit a report, visit: www.warnerpacific.edu/title-ix/student-report.

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 the Dean of Students.

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

a. The student has a legitimate grievance against a member of our community and the student will be encouraged to attempt a resolution in a one on one meeting. The student bringing the grievance is responsible for providing a written summary of the meeting.
b. The student has a legitimate grievance against a member of the community and the student will be provided an opportunity to resolve the issue with an advisor, another staff or faculty member, or a member of the counseling staff. In such cases, the mediator will meet with each individual or group involved prior to the mediation meeting. The mediator will also provide a written summary of the meeting.
c. The student has not provided enough evidence to demonstrate a valid grievance.

If step (a) above fails to provide resolution it may be determined that step (b) is necessary for a healthy resolution. If step (a) and (b) fail to provide a resolution the case will be referred to 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. 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 or contact the Student Loan Advocate at 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.

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 their 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 their 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; and 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 schools/colleges, 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 a 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 & Emergency Management 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 colleges and schools at Warner Pacific University have established specific statute limitations on courses applied toward major and minor requirements. Those statutes are specified in the individual sections for the appropriate college or school. 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, STAMP 4S, 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 non-academic 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 college/school for transfer and application to degree 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 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 elective requirements. 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 transcript.

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, Email: InCred@naia.org (Required for varsity athletes)
World Education Service (WES), Web: www.wes.org, Email: 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 being 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 program. 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). 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 for graduation. PLE may not be used to satisfy any courses within the major or core requirements.

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 program's transfer policies, if the submitted documentation officially verifies successful course completion, and if the information matches, or is comparable to, the ACE Guide's course exhibit.

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 by CLEP, DSST, and STAMP 4S 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-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. 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.

Standards-based Measure of Proficiency 4 Skills (STAMP 4S)

Avant STAMP 4S is a general language proficiency assessment of Reading, Writing, Listening, and Speaking skills. Warner Pacific considers the ACE-recommended guidelines to determine passing scores and number of credits awarded for AVANT 4S exams.

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

- Freshman: Student who has earned fewer than 24 semester credits
- Sophomore: Student who has earned 24 to 47.99 semester credits
- Junior: Student who has earned 48 to 85.99 semester credits
- Senior: Student who has earned 86 or more semester credits
- Post-Baccalaureate: Student who has earned a baccalaureate degree and is pursuing a second degree, advanced licensure or certification
- Graduate: Student who has earned an accredited baccalaureate degree and has 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 participated in academic-related activities on the course site at any point after the start date of the course.

If the student does not return for their next registered course and does not have contact with an 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 or student misconduct
- Non-attendance or 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 or 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 of 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 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. 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:

In-Person Courses and Online Synchronous Courses: Courses meet weekly either in-person or via video conference, with preparation required for 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 Asynchronous Courses and HyFlex courses: The 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 instruction, and attendance reporting is due each Monday for the previous week of 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.

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. 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 In-Person Courses and Online Synchronous Courses: Attendance and participation at class meetings is required and should follow the designated format for the course (in-person courses require in-person attendance and online synchronous courses require attendance via video conference). 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. (See also the "No Show" Policy).

Attendance for Online Asynchronous Courses and HyFlex Courses: To be considered in attendance in an online asynchronous course, a student must be actively engaged in academically-related activities during each week of the 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.

Attendance for HyFlex courses follows these same guidelines, with the following addition: The majority of the HyFlex course is scheduled for asynchronous online learning. However, there will be at least one scheduled class meetings, and attendance is required. Students may attend the scheduled class meeting either in-person or via video conference. If the scheduled class meeting is moved fully online due to unforeseen campus circumstances (weather, etc), then any student desiring an in-person option will be offered a make-up opportunity to meet on campus in the subsequent week.

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.**

For courses with an in-person or video conference component, participation requires active engagement during the scheduled class sessions. For courses with an online asynchronous component, full participation requires regular engagement with the online course material and activities.

For all courses, full participation typically requires the student to log in to the Canvas course site several times each week. Full participation also includes completion of all required discussion forum questions, participation in Learning Team activities, 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.

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, 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.

Student Academic Freedom Policy

Warner Pacific University affirms that academic freedom is essential to its educational mission. As members of the academic community, students should have meaningful opportunities to learn, inquire, discuss, and develop reasoned judgments in the pursuit of truth.

Warner Pacific University is a Christ-centered liberal arts University whose values are informed by the teaching of Jesus and the Holy Scriptures. Students do not have to be Christians to be admitted; however, every student is encouraged to be open to learning about the Christian faith and students should be aware that the learning environment will be shaped by a distinctly Christian perspective.

The institution values freedom of expression as a hallmark of learning and recognizes that intellectual growth often requires engagement with ideas and viewpoints that may be controversial or differ from prevailing perspectives. Students are free to express scholarship, ideas, and reasoned conclusions through orderly means that do not materially disrupt the regular and essential operations of the University.

These freedoms are exercised within a learning community shaped by mutual respect, academic integrity, institutional policy, applicable law, and the dignity of every member of the community.

Student Rights Associated with Academic Freedom

Students are entitled to academic freedom in their learning activities at Warner Pacific University, including the ability to engage in inquiry, classroom discussion, research, and expression related to their coursework.

- Students may ask questions, express ideas, and communicate reasoned conclusions through orderly means that do not materially disrupt the regular and essential operations of the University. Students may examine and discuss a broad range of ideas, including controversial issues, when those issues are relevant to the subject matter of the course.
- Students have the right to a learning environment that supports open inquiry, thoughtful dialogue, and the respectful exchange of ideas. The University seeks to maintain conditions in which students can learn without unlawful discrimination, harassment, or conduct that unreasonably interferes with their education.
- Students have the right to be evaluated fairly on the basis of academic performance and established course expectations. Academic evaluation must not be arbitrary, capricious, or unlawfully discriminatory. Students remain responsible for meeting the academic standards established by their instructors and academic programs.
- Students are free to pursue their educational goals through the curricula, programs, and services offered by the University, subject to published academic requirements, institutional policies, and applicable law.

Student Responsibilities Associated with Academic Freedom

Student academic freedom carries corresponding responsibilities. In exercising these freedoms, students are expected to:

- Students are expected to engage in inquiry and expression honestly, responsibly, and in a manner consistent with academic integrity. For additional information regarding academic integrity, please refer to the WPU Catalog Policy regarding Academic Integrity.
- Students are responsible for respecting the rights of others to teach, learn, speak, and engage in scholarly exchange. and for participating in discussion and disagreement in ways that are orderly, respectful, and relevant to the educational setting. For additional information regarding classroom conduct, please refer to the WPU Catalog Policy regarding Attendance and Classroom Behavior.
- Students are responsible for complying with University policy and applicable law. Per the WPU Community Agreement, students are expected to uphold the highest standards of personal integrity and to treat others with dignity and respect. For additional information regarding student conduct policies and the full Community Agreement, please refer to The Squire, WPU's Student Handbook.

Student academic freedom does not protect conduct that materially disrupts University operations, violates law or University policy, infringes on the rights of others, or is unrelated to the academic or educational context in which the freedom is being exercised.

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 program 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 allow 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. Theses 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 Office of Assessment and Institutional Research.

Course Numbering System

The following course numbering system is utilized:

100A - 199A	Lower-division courses, primarily for freshmen	400A - 499A	Upper-division courses, primarily for seniors
200A - 299A	Lower-division courses, primarily for sophomores	500A - 599A	Graduate-level courses (masters level)
300A - 399A	Upper-division courses, primarily for juniors	600A - 699A	Graduate-level courses (masters level)

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 the School 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 College/School Dean and the Vice President of 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 College/School Dean and the Vice President of 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 program 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%.

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

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.
- 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 and 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. 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 and faculty are expected to adhere to the highest standards of honorable conduct in academic matters. To create a viable learning community, it is essential that faculty articulate clear policies in course syllabi and that students familiarize themselves with those policies and submit only work that is their own. Any attempt to circumvent learning or assessment activities will be considered a breach in academic integrity.

Examples of such breaches include the following:

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. Use of unauthorized electronic resources, including artificial intelligence, to complete assignments, quizzes, or examinations
7. Violating a signed oath for an academic program or class

Possible actions that may be taken by a faculty member who suspects a student of academic dishonesty (after conversation with the student to determine the student's awareness of the problem) are listed below. In order to protect both the student and the faculty member involved, the appropriate College/School Dean and the VPAA must be notified in writing of any action taken that may significantly impact the student's grade:

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 notification College/School Dean and VPAA when this seriously impacts the overall course grade)
4. Reduction of grade for the course (by faculty member, with notification to College/School Dean and VPAA)
5. Failing grade for the course (by faculty member, with notification to College/School Dean and VPAA)

If a satisfactory resolution is not reached after these actions have been taken, either the faculty member or the 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.

Students on Academic Warning and Academic Alert are limited to taking only one course at a time. The student is required to connect weekly with an Academic Mentor in order to support their academic success. The Academic Mentor can help the student navigate the academic environment and will assist with tailoring a success plan to meet the student's specific needs. Once the student has successfully completed two courses with grades of C- or higher, they may work with their Academic Mentor to re-evaluate and potentially reduce the frequency of meetings.

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.

For a student on Academic Warning status, the Records Office will conduct a status review at the end of the next WPU course. If the student's cumulative GPA is above 2.0 and the course has been successfully completed with a C- or higher, the student will return to Good Standing. 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 Alert.

For a student on Academic Alert status, the Records Office will conduct a status review at the end of the next WPU course. If the student's cumulative GPA is above 2.0 and the course has been successfully completed with a C- or higher, the student will return to Good Standing. If the course has been successfully completed with a C- or higher but the student's cumulative GPA remains below 2.0, the student will continue on Academic Alert status. 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 Academic Alert: Undergraduate

An undergraduate student may be admitted to Warner Pacific University on Academic Alert status on the basis of their prior academic performance. The student will be on this status for their 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 Alert. The student is required to connect weekly with an Academic Mentor during their first two courses in order to support their academic success. The Academic Mentor can help the student navigate the academic environment and will assist with tailoring a success plan to meet the student's specific needs. Once the student has successfully completed two courses with grades of C- or higher, they may work with their Academic Mentor to re-evaluate and potentially reduce the frequency of meetings.

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. Once the first three courses have been completed with at least a C- in each course, the student will be placed on Good Standing. However, if the student has failed to earn at least a C- in any one of the first three courses, the student will be placed on Academic Dismissal upon receipt of the grade.

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 on Academic Warning or Academic Alert is limited to taking only one course at a time. The student is required to connect weekly with an Academic Mentor in order to support their academic success. The Academic Mentor can help the student navigate the academic environment and will assist with tailoring a success plan to meet the student's specific needs. Once the student has successfully completed two courses with grades of C- or higher, they may work with their Academic Mentor to re-evaluate and potentially reduce the frequency of meetings.

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.

For a student on Academic Warning status, the Records Office will conduct a status review at the end of the next WPU course. If the student's cumulative GPA is above 3.0 and the course has been successfully completed with a B- or higher, the student will return to Good Standing. 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 Alert.

For a student on Academic Alert status, the Records Office will conduct a status review at the end of the next WPU course. If the student's cumulative GPA is above 3.0 and the course has been successfully completed with a B- or higher, the student will return to Good Standing. If the course has been successfully completed with a B- or higher but the student's cumulative GPA remains below 3.0, the student will continue on Academic Alert status. However, 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 Academic Alert: Graduate

A graduate student may be admitted to Warner Pacific University on Academic Alert status on the basis of their prior academic performance. The student will be on this status for their 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 Alert. The student is required to connect weekly with an Academic Mentor during their first two courses in order to support their academic success. The Academic Mentor can help the student navigate the academic environment and will assist with tailoring a success plan to meet the student's specific needs. Once the student has successfully completed two courses with grades of B- or higher, they may work with their Academic Mentor to re-evaluate and potentially reduce the frequency of meetings.

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. Once the first three courses have been completed with at least a B- in each course, the student will be placed on Good Standing. However, if the student has failed to earn at least a B- in any one of the first three courses, the student will be placed on Academic Dismissal upon receipt of the grade.

Academic Dismissal

As described in the preceding sections, Academic Dismissal at the undergraduate level occurs in the following circumstances:

- an undergraduate student on Academic Alert 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 Alert fails to earn at least a C- in any of their 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 Alert 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 Alert fails to earn at least a B- in any of their 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 Academic Alert and must meet all academic standards and adhere to all limitations and requirements for Academic Alert 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 Alert.

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/

The Center for Academic Success and Achievement (CASA) provides academic and holistic support to students through various tutoring and mentoring services, including the following:

- Academic Tutoring – Tutoring at the CASA assists in the mastery of new material and study techniques for various courses. There are professional and peer tutors available to help with math, business, writing, and natural science courses. All tutoring sessions are now booked

through the CASA's tutoring app, Nimbus Learning. Nimbus can be easily downloaded using the link 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 field, the CASA's Professional Writing Tutor provides support in the areas of paper planning and organization, APA formatting, revising, and editing.
- 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, test taking, note taking, and other academic skills).
- Academic Mentoring – Any student can be paired with a peer or faculty/staff mentor to provide accountability and help them achieve their academic goals.
- Academic Navigator – The CASA's Academic Navigator can help with any challenge that is preventing students from achieving their academic goals. Walk-ins are encouraged.
- Peer Navigators – These specially trained students are available to answer questions, talk through problems, look over a paper, or provide tutoring. Walk-ins are encouraged.

Accessibility Services

Accessibility Services provides support for students with diagnosed disabilities in accordance with **Section 504 of the Rehabilitation Act** and the **Americans with Disabilities Act (ADA)**. Academic and housing accommodations are available to students with qualifying conditions. Students seeking accommodations should contact the **Academic Success and Accessibility Office** to schedule an appointment and begin the interactive process. Current documentation or assessment records will be required to develop a support plan.

For more information, contact: 503-517-1692 or accessibility@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.

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.

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. 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 of 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 College/School 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 College/School Dean, the written statement is addressed directly to the Vice President of 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 College/School 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 College/School

Dean. If the dispute is not resolved to the mutual satisfaction of the student and the faculty member, the College/School 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 College/School Dean's decision to the VPAA. A formal written appeal must be given to the VPAA within two weeks of the issuance of the College/School Dean's decision. The VPAA will consult with the College/School 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 College/School 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 College/School 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 College/School 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 College/School 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 their academic 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.

PGS 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.

Each student is assigned an academic advisor. The role of the academic advisor is to provide the student with an understanding of his or her academic status, the requirements needed for the completion of the degree program, and various methods by which the student may complete the requirements. While the 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.

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 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 polices 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 program must complete the degree requirements as prescribed in the program. Identical courses completed within the past five years will count toward the degree requirements; 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 PHIL 291A.
- ❑ Completion of General Education 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 degree requirements as prescribed in the program. Identical courses completed within the past five years will count toward the degree requirements; 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 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.
- ❑ Completion of General Education 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 credits 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 the Professional and Graduate Studies program must complete the degree requirements as prescribed in the program. Identical courses completed within the correct time frame may count toward the degree requirements, 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 Organizational Leadership

Students must meet the following requirements to earn a Master of Arts in Organizational Leadership degree:

- ❑ Complete the approved Master of Arts in Organizational Leadership program coursework (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:

- ❑ 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 successfully complete the TCPA

Master of Business Administration

Students must meet the following requirements to earn a Master of Business Administration degree:

- ❑ Complete the approved Master of Business Administration program coursework: 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 degree:

- ❑ 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 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 the 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. 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

Ethics (C4)

- ❑ Take one approved Ethics course. Options at WPU include the following:
  CJ 440A Professional Ethics in Criminal Justice
  HCA 412A Health Care and Ethics
  HUM 200A Ethics in Practice
  PHIL 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 humanities or social science that focuses on diverse voices and perspectives or global issues. Options at WPU include the following:
  ED 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:
  CJ 310A The American Legal System
  PS 140A American Government
  PSY 100A Foundational Elements of Psychology
  PSY 201A General Psychology
  SOC 204A Principles of Sociology
  SOC 345A Social Problems & Public Policy
  SOC 350A Social Psychology

Fostering a Liberal Arts Education

Written Communication (L1)

- ❑ Take EN 121A English Composition I or an approved equivalent transfer course
- ❑ Take EN 122A 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 105A 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
HIS 202A US History II

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 218A 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 PHIL 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 121A English Composition I
Written Communication (L1)	❑	Take EN 122 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.

COLLEGE OF ARTS AND SCIENCES

The mission of the College of Arts and Sciences is to help students gain a solid foundation in the arts and sciences 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.

Dean of the College of Arts and Sciences: Dr. Sergei Polozov

Associate Degree Major: General Studies

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.

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			
❑ EN 120A	Introduction to Literature	*Or approved literature transfer course*	3
❑ FA 200A	Introduction to the Arts	*Or approved fine arts transfer course*	3
❑ HIS 200A or HIS 202A	Introduction to History or US History	*Or approved history transfer course*	3
Natural Science, Health, and Mathematics			
❑ ENV 100A	Environmental Studies	*Or approved science transfer course*	3
❑ HE 151A	Health and Fitness for Adults	*Or approved health transfer course*	3
❑ MA 105A	Math for Liberal Arts	*Or approved math transfer course*	3
Social Science			
❑ PS 140A	American Government	*Or approved political studies transfer course*	3
❑ PSY 100A or 201A	Foundational or General Psychology	*Or approved psychology transfer course*	3
❑ PSY 110A	Principles of Adult Learning	*Must be taken at WPU*	3

Core Requirements

❑ BI 151A	The Bible as Sacred Story	*Or approved Bible transfer course*	3
❑ BUS 223A or CMPT 100A	Information Technology Course	*Or approved IT transfer course*	3
❑ COMM 218A	Interpersonal Communications	*Or approved comm transfer course*	3
❑ EN 121A	English Composition I	*Or equivalent transfer course*	3
❑ EN 122A	English Composition II	*Or equivalent transfer cours*e	3
❑ PHIL 291A	Rel & Phil Foundations of Ethical Practice	*Must be taken at WPU*	3
❑ SS 252A	Cultural Studies	*Or approved diversity transfer course*	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 105A (Quantitative Reasoning), ENV 100A (Scientific Reasoning), and HIS 200A/202A (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.

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 the School of Business: Dr. Ulf Spears

Associate Degree Majors: Organizational Dynamics, Organizational Dynamics with Christian Entrepreneurship Emphasis

Baccalaureate Degree Majors: Accounting; Business Administration; Business Administration with Emphases (Health Care Administration or Human Resource Management)

Minors: Accounting, Business Administration, Health Care Administration, Human Resource Management

Masters Degrees: Master of Business Administration, Master of Business Administration with Management & Leadership Emphasis, Master of Arts in Organizational Leadership

Certificate Program: Christian Entrepreneurship Training

ASSOCIATE OF ARTS IN ORGANIZATIONAL DYNAMICS

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

Requirements for the degree: 60 semester credits; 30 credits in residence
Requirements for the major: 30 semester credits: 18 credits in residence

Major Requirements

❑ BUS/SOC 100A	Team Dynamics		3
❑ BUS 101A	Introduction to Business & Personal Finance		3
❑ BUS 223A	Introduction to Microsoft Office		3
❑ BUS 261A	Organizational Writing & Presentations		3
❑ COMM 218A	Interpersonal Communications		3
❑ PS 140A	American Government		3
❑ PSY 100A or 201A	Foundational Elements of Psychology or General Psychology		3
❑ PSY 110A	Principles of Adult Learning		3
❑ SOC 204A	Principles of Sociology		3
❑ SS 252A	Cultural Studies		3

Core Requirements

❑ PHIL 291A	Religious and Phil Foundations of Ethical Practice	*Must be taken at WPU*	3
❑ BI 151A	The Bible as Sacred Story		
OR HE 151A	Health & Fitness for Adults	*Or approved Bible or health transfer course*	3
❑ EN 121A	English Composition I	*Or equivalent transfer course*	3
❑ EN 122A	English Composition II	*Or equivalent transfer cours*e	3
❑ ENV 100A	Environmental Studies	*Or approved science transfer course*	3
❑ BUS 107A or MA 105A	Math Course	*Or approved college math transfer course*	3
	Note: BUS 107A is required for all BA Degrees in the School of Business		
❑ EN 120A	Introduction to Literature		
OR HIS 200A or 202A	Introduction to History or US History		
OR FA 200A	Introduction to the Arts	*Or approved history or arts transfer course*	3

Note: Students will meet the four remaining A.A. core requirements through coursework that they take for the major: PSY 100A/201A (Urban Life), BUS 223A (Information Technology), BUS 261A (Critical Thinking), and SS 252A (Diversity).

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.

Requirements for the degree: 60 semester credits; 30 credits in residence
Requirements for the major: 30 semester credits: 18 credits in residence

Major Requirements

❑ BUS/SOC 100A	Team Dynamics		3
❑ BUS 101A	Introduction to Business & Personal Finance		3
❑ BUS 223A	Introduction to Microsoft Office		3
❑ COMM 218A	Interpersonal Communications		3
❑ PS 140A	American Government		3
❑ PSY 100A or 201A	Foundational Elements of Psychology or General Psychology		3
❑ PSY 110A	Principles of Adult Learning		3
❑ SOC 204A	Principles of Sociology		3

Emphasis Requirements

❑ CET 199A	Christian Entrepreneurship Training I	*10 weeks*	3
❑ 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

❑ PHIL 291A	Religious and Phil Foundations of Ethical Practice	*Must be taken at WPU*	3
❑ BI 151A	The Bible as Sacred Story	*Or approved Bible transfer course*	3
❑ SS 252A	Cultural Studies	*Or approved diversity transfer course*	3
❑ EN 121A	English Composition I	*Or equivalent transfer course*	3
❑ EN 122A	English Composition II	*Or equivalent transfer cours*e	3
❑ ENV 100A	Environmental Studies	*Or approved science transfer course*	3
❑ BUS 107A or MA 105A	Math Course	*Or approved college math transfer course*	3
	Note: BUS 107A is required for all BA Degrees in the School of Business		
❑ EN 120A	Introduction to Literature		
OR HIS 200A or HIS 202A	Introduction to History or US History		
OR FA 200A	Introduction to the Arts	*Or approved history or arts transfer course*	3

Note: Students will meet the three remaining A.A. core requirements through coursework that they take for the major: PSY 100A/201A (Urban Life), BUS 223A (Information Technology), and COMM 218A (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)

❑ CET 199A	Christian Entrepreneurship Training I	*10 weeks*	3
❑ 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.

BACHELOR OF ARTS IN ACCOUNTING

The accounting major combines hands on experience with theoretical instruction and equips stu-dents 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 con-text 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.

Requirements for the major: 39 semester credits: 33 credits in residence, 40 credits upper division
Students must also complete all requirements for a bachelor's degree, including core requirements
All courses are three credits and five weeks unless otherwise noted

Major Prerequisites

- ❑ Accounting Course Series (BUS 211A & BUS 213A or equivalent), completed within the five-year period prior to beginning the major courses
- ❑ 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

❑ BUS 301A	Management and Leadership, from Theory to Practice			3
❑ BUS 303A	Business and Employment Law			3
❑ BUS 306A	Economics for Managers			3
❑ BUS 311A	Intermediate Accounting I	*Prerequisite: BUS 213A*	*7 weeks*	3
❑ BUS 312A	Intermediate Accounting II	*Prerequisite: BUS 311A*	*7 weeks*	3
❑ BUS 314A	Cost Accounting	*Prerequisite: BUS 312A*	*7 weeks*	3
❑ BUS 332A	Auditing	*Prerequisite: BUS 312A*	*7 weeks*	3
❑ BUS 336A	Accounting Information Systems			3
❑ BUS 401A	Quantitative Analysis for Business			3
❑ BUS 411A	Advanced Accounting	*Prerequisite: BUS 312A*	*7 weeks*	3
❑ BUS 412A	Individual Taxation	*Prerequisite: BUS 312A*	*7 weeks*	3
❑ BUS 413A	Business Taxation	*Prerequisite: BUS 312A*	*7 weeks*	3
❑ BUS 450A	Business Policies			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.

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.

Requirements for the major: 36 semester credits: 30 credits in residence, 36 credits upper division
Students must also complete all requirements for a bachelor's degree, including core requirements
All courses are three credits and five weeks unless otherwise noted

❑ BUS 301A	Management and Leadership: From Theory to Practice		3
❑ BUS 303A	Business and Employment Law		3
❑ BUS 306A	Economics for Managers	*Prerequisite: BUS 223A*	3
❑ BUS 313A	Accounting for Managers	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 319A	Introduction to Human Resource Management		3
❑ BUS 321A	Organizational Behavior and Design		3
❑ BUS 340A	Marketing for Managers		3
❑ BUS 401A	Quantitative Analysis for Business	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 445A	Global Business		3
❑ BUS 450A	Business Policies	*Prerequisite: BUS 223A*	3
❑ BUS 453A	Operations Management	*Prerequisite: BUS 223A*	3
❑ BUS 461A	Finance for Business		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 the ability to apply basic tools to solve business problems.
7. The ability to analyze and interpret basic quantitative information.
8. The ability to apply critical thinking skills to basic business situations.
9. The ability to synthesize and apply knowledge gained from specific business courses and real-world experiences from an organizational perspective. Includes business policies, practica, internships, and experiential learning.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION with Emphases

The Business Administration major balances theoretical instruction with practical, hands-on experiences. Two emphases are offered to deepen the learning within a particular context:

The Health Care Administration emphasis is designed to promote the development of high moral character in students as they prepare to utilize ethical decision-making practices in positions of leadership and management in health care organizations.

The Human Resource Management emphasis is designed to increase the understanding of multicultural perspectives and assist students in developing a worldview context as they prepare for positions of leadership and management in the field of human resources.

Requirements for the major: 42 semester credits: 30 credits in residence, 42 credits upper division
Students must also complete all requirements for a bachelor's degree, including core requirements
All courses are three credits and five weeks unless otherwise noted

Business Administration Core: 24 Credits

❑ BUS 301A	Management and Leadership: From Theory to Practice		3
❑ BUS 303A	Business and Employment Law		3
❑ BUS 306A	Economics for Managers	*Prerequisite: BUS 223A*	3
❑ BUS 319A	Introduction to Human Resource Management		3
❑ BUS 321A	Organizational Behavior and Design		3
❑ BUS 340A	Marketing for Managers		3
❑ BUS 401A	Quantitative Analysis for Business	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 461A	Finance for Business		3

Emphasis (Choose one): 18 credits

Health Care Administration Emphasis

❑ HCA 302A	Principles of Patient Care	3
❑ HCA 303A	Alternative Methods and Public Policy	3
❑ HCA 315A	Cultural Competency in Health Care	3
❑ HCA 410A	Quality Management in Health Care	3
❑ HCA 412A	Health Care and Ethics	3
❑ HCA 450A	Critical Issues in Health Care	3

Human Resource Management Emphasis

❑ BUS 318A	Performance Management, Strategy & Change	3
❑ BUS 327A	Employee Training & Development	3
❑ BUS 329A	Cross-Cultural Communication, Staffing & Recruitment	3
❑ BUS 330A	Components of Workplace Compensation	3
❑ BUS 460A	Fundamentals of Employee Benefits	3
❑ BUS 497A	HR Capstone	3

Upon successful completion of the major in Business Administration with an emphasis 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.

Upon successful completion of the major in Business Administration with an emphasis in HR Management, 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 ACCOUNTING

18 Credits

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

❑ BUS 211A	Financial Accounting			3
❑ BUS 213A	Managerial Accounting	*Prerequisite: BUS 211A*		3
❑ BUS 311A	Intermediate Accounting I	*Prerequisite: BUS 213A*	*7 weeks*	3
❑ BUS 312A	Intermediate Accounting II	*Prerequisite: BUS 311A*	*7 weeks*	3
❑ BUS 314A	Cost Accounting	*Prerequisite: BUS 312A*	*7 weeks*	3
❑ BUS 412A	Individual Taxation	*Prerequisite: BUS 312A*	*7 weeks*	3

MINOR IN BUSINESS ADMINISTRATION

18 Credits, Not available to students taking a major within the School of Business.

❑ BUS 301A	Management and Leadership: From Theory to Practice	3
❑ BUS 303A	Business and Employment Law	3
❑ BUS 306A	Economics for Managers	3
❑ BUS 313A	Accounting for Managers	3
❑ BUS 340A	Marketing for Managers	3
❑ BUS 461A	Finance for Business	3

MINOR in HEALTH CARE ADMINISTRATION

18 credits

❑ HCA 302A	Principles of Patient Care	3
❑ HCA 303A	Alternative Methods and Public Policy	3
❑ HCA 315A	Cultural Competency in Health Care	3
❑ HCA 410A	Quality Management in Health Care	3
❑ HCA 412A	Health Care and Ethics	3
❑ HCA 450A	Critical Issues in Health Care	3

MINOR in HUMAN RESOURCE MANAGEMENT

18 Credits

❑ BUS 318A	Performance Management, Strategy & Change	3
❑ BUS 327A	Employee Training & Development	3
❑ BUS 329A	Cross-Cultural Communication, Staffing & Recruitment	3
❑ BUS 330A	Components of Workplace Compensation	3
❑ BUS 460A	Fundamentals of Employee Benefits	3
❑ BUS 497A	HR Capstone	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 en-rolled in the program.

Requirements for degree: 36 semester credits; 30 credits in residence
Courses are 3 credits and 6 weeks in length unless noted otherwise

❑ BUS 500A	Foundations for Successful Graduate Studies	3
❑ BUS 501A	Leading Diverse, High Performing Teams	3
❑ BUS 502A	Technology Trends in Business Culture	3
❑ BUS 505A	Managing Change	3
❑ BUS 600A	Business Ethics	3
❑ BUS 613A	Research Methods Workshop (1 week)	1
❑ MOL 503A	Financial Environments of Organizations	3
❑ MOL 508A	Project Management	3
❑ MOL 509A	Social Entrepreneurship and Sustainable Business	3
❑ MOL 604A	Legal and Regulatory Environment of Business	3
❑ MOL 610A	Coaching, Mentoring, and Conflict Resolution	3
❑ MOL 611A	Problem Solving and Decision Making	3
❑ MOL 612A	Integrated Organizational Leadership Project	2

A student seeking to earn the Master of Arts in Organizational Leadership must complete the degree requirements 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 al-lotted, 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.

Requirements for degree: 42 semester credits; 36 credits in residence
Courses are 3 credits and 6 weeks in length unless noted otherwise

❑ BUS 500A	Foundations for Successful Graduate Studies		3
❑ BUS 501A	Leading Diverse, High Performing Teams		3
❑ BUS 502A	Technology Trends in Business Culture		3
❑ BUS 503A	Corporate Finance	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 505A	Managing Change		3
❑ BUS 600A	Business Ethics		3
❑ BUS 603A	Behavioral Economics and Strategy		3
❑ BUS 604A	Business Innovation		3
❑ BUS 606A	Managerial Acct & Financial Strategies	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 607A	Strategic Marketing		3
❑ BUS 608A	Project and Operations Management	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 609A	Business Analytics	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 610A	Leading in a Global Environment		3
❑ BUS 613A	Research Methods Workshop (1 week)		1
❑ BUS 614A	Strategy/Capstone	*Prerequisite: BUS 223A*	2

A student seeking to earn the Master of Business Administration must complete the degree requirements 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.

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 or Accounting 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

MASTER OF BUSINESS ADMINISTRATION with MANAGEMENT & LEADERSHIP EMPHASIS

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.

Requirements for degree: 36 semester credits; 27 credits in residence
Courses are 3 credits and 6 weeks in length unless noted otherwise

Business Administration Core: 24 Credits

❑ BUS 500A	Foundations for Successful Graduate Studies		3
❑ BUS 502A	Technology Trends in Business Culture		3
❑ BUS 600A	Business Ethics		3
❑ BUS 603A	Behavioral Economics and Strategy		3
❑ BUS 606A	Managerial Acct & Financial Strategies	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 607A	Strategic Marketing		3
❑ BUS 609A	Business Analytics	*Prerequisites: BUS 107A, 223A*	3
❑ BUS 613A	Research Methods Workshop (1 week)		1
❑ BUS 614A	Strategy/Capstone	*Prerequisite: BUS 223A*	2

Management and Leadership Emphasis: 12 Credits

❑ MOL 509A	Social Entrepreneurship and Sustainable Business	3
❑ MOL 604A	Legal and Regulatory Environment of Business	3
❑ MOL 610A	Coaching, Mentoring, and Conflict Resolution	3
❑ MOL 611A	Problem Solving and Decision Making	3

A student seeking to earn the Master of Business Administration must complete the degree requirements 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.

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 or Accounting 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 three core areas eligible for advanced placement in the MBA with Management & Leadership Emphasis: Economics; Managerial Accounting; and Marketing. If the student passes the proficiency essay assessment, advanced placement can be earned for BUS 603A, BUS 606A, and BUS 607A. 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 the School of Education: Dr. Jeannie Ray-Timoney

Associate Dean of the School of Education: Dr. Kevin Spooner

Major: Early Childhood/Elementary Education, Early Childhood/Elementary Education with SPED Endorsement

Preliminary Teaching Licensure: Elementary, Middle Level, High School endorsement levels

Masters: Master of Arts in Teaching, Master of Education with Emphases (ESOL Endorsement, Reading Interventionist Endorsement, or SPED Endorsement)

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, 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.

Teacher Candidate Performance Assessment (TCPA)

As a requirement for Oregon licensure, the Teacher Standards and Practices Commission (TSPC) requires that candidates provide evidence of ability to perform in a clinical experience.

In 2021, Oregon House Bill (HB) 3354 gave the Oregon Teacher Standards and Practices Commission the ability to approve Oregon teacher education programs' local assessment option in lieu of completing the Pearson edTPA. The Teacher Candidate Performance Assessment (TCPA) is Warner Pacific University's local assessment option. According to TSPC, the purpose of the local assessment option is to ensure a candidate's readiness to provide meaningful instruction for PreK-12 students with diverse learning needs.

The Warner Pacific University TCPA addresses the following CCSSO InTASC Standards which articulate core expectations for knowledge, skills, and dispositions in teaching:

Domain I. Learner and Learning	Standard 1: Learner Development	Standard 2: Learning Differences	Standard 3: Learning Environments
Domain II. Content Knowledge	Standard 4: Content Knowledge	Standard 5: Application of Content	
Domain III. Instructional Practice	Standard 6: Assessment	Standard 7: Planning for Instruction	Standard 8: Instructional Strategies

The TCPA is a formative assessment providing one piece of data documenting teacher candidates' progress towards TSPC and national accreditation standards. The TCPA is meant to be completed by the teacher candidate with input, and feedback, from the mentor teacher and university supervisor to ensure it will benefit PreK-12 student learning, especially for students historically marginalized in educational settings. A minimum score of 80% is required for successful completion of this assessment. The TCPA is a component of clinical experience and the complementing seminar course.

Additional information regarding TSPC licensure requirements can be located at www.oregon.gov/tspc/pages/index.asp

Teacher Licensure

At the time of licensure, Education 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, licensure fees, fingerprinting, and licensure assessments as determined by TSPC. Additional information regarding licensure requirements as well as 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.

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 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.

Requirements for the major: 59 semester credits: 30 credits in residence, 41 credits upper division
Students must also complete all requirements for a bachelor's degree, including core requirements

Major Requirements

❑ ED 225A	Human Development & Learning Theory Implications	4
❑ ED 240A	Integrating Educational Technology in the Classroom	3
❑ ED 250A	Introduction to Education	2
❑ 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 372A	Literacy Methods in the Classroom (50 hr practicum)	4
❑ ED 375A	Social Studies Methods in the Classroom	2
❑ ED 376A	ESOL Methods in the Classroom	2
❑ ED 377A	Art/PE/Music Methods in the Classroom	2
❑ ED 378A	Math and Science Methods in the Classroom	3
❑ ED 481A	Professional Development Seminar	2
❑ ED 495A	Student Teaching II (15-week experience)	12
❑ 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

To graduate with this degree, students must successfully complete a minimum of 15 weeks of student teaching and successfully complete the TCPA.

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.

BACHELOR OF SCIENCE IN EARLY CHILDHOOD/ELEMENTARY EDUCATION with SPECIAL EDUCATION ENDORSEMENT

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.

The Bachelor of Science in Early Childhood/Elementary Education with SPED endorsement program prepares candidates to obtain an Oregon Preliminary Teaching License with Elementary Multiple Subjects and Special Education Generalist endorsements, which are issued by the Oregon Teacher Standards and Practices Commission (TSPC) upon successful completion of all program requirements.

Requirements for the major: 66 semester credits: 30 credits in residence, 41 credits upper division
Students must also complete all requirements for a bachelor's degree, including core requirements

Major Requirements

❑ ED 225A	Human Development & Learning Theory Implications	4
❑ ED 240A	Integrating Educational Technology in the Classroom	3
❑ ED 250A	Introduction to Education	2
❑ ED 281A	Curriculum Planning and the Role of the Teacher	3
❑ ED 341A	Literature for Children	3

❑ ED 353A	Cultural Diversity	3
❑ ED 372A	Literacy Methods in the Classroom (50 hr practicum)	4
❑ ED 375A	Social Studies Methods in the Classroom	2
❑ ED 376A	ESOL Methods in the Classroom	2
❑ ED 377A	Art/PE/Music Methods in the Classroom	2
❑ ED 378A	Math and Science Methods in the Classroom	3
❑ MA 211A	Fundamentals of Elementary Math 1	3
❑ MA 212A	Fundamentals of Elementary Math 2	3
❑ SPED 401A	Foundations of Special Education	3
❑ SPED 410A	Assessment and Evaluation	3
❑ SPED 420A	Instructional Best Practices	3
❑ SPED 422A	Advanced Classroom Management	3
❑ SPED 430A	Case Management and Collaboration	3
❑ SPED 481A	Professional Development Seminar	2
❑ SPED 495A	Student Teaching II (15-week experience)	12

To graduate with this degree, students must successfully complete a minimum of 15 weeks of student teaching and successfully complete the TCPA.

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 and the Special Education Generalist endorsement, 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*.

**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, successful completion of the TCPA, 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 225, 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.

Degree Requirements

The degree includes 39 semester credits; 30 credits in residence

Students take eight 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.

Prerequisite Courses

The ED 525A Human Development and Learning Theory Implications course may be met by previous coursework, including equivalent undergraduate coursework, upon the review and approval of the Education faculty. The ED 525A requirement (or approved equivalent coursework) must be completed prior to beginning the methods (ED 571A-ED 577A) and student teaching (ED 681A & 695A) courses.

Education Core Courses:		**Credits**	**Length**	**Length, Summer Immersion Format**
❑ ED 515A	Classroom Management	2 credits	5 weeks	2 weeks
❑ ED 525A	Human Development & Learning Theory Implications	4 credits	6 weeks	6 weeks
❑ ED 535A	Curriculum Planning and Instruction	3 credits	7 weeks	3 weeks
❑ ED 551A	Foundations of Education	1 credit	2 weeks	1 week
❑ ED 555A	Urban Education and Diverse/Exceptional Learners	3 credits	7 weeks	3 weeks
❑ ED 573A	ESOL Instruction for Classroom Teachers	2 credits	5 weeks	2 weeks
❑ ED 596A	Assessment and Evaluation	3 credits	7 weeks	3 weeks
❑ ED 661A	Educational Research	3 credits	7 weeks	3 weeks

Track: Choose 1

Early Childhood/Elementary Track

❑ ED 571A	Art/Physical Education/ Music in PK-8 Classroom	2 credits	5 weeks	Not offered
❑ ED 572A	Teaching Math and Science in the PK-8 Classroom	3 credits	7 weeks	Not offered
❑ ED 574A	Teaching Literacy & Social Studies in the PK-8 Classroom	3 credits	7 weeks	Not offered

Middle Level/High School Track

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

Student Teaching Courses

❑ ED 681A	Professional Development Seminar	2 credits	15 weeks	15 weeks
❑ ED 695A	Student Teaching	8 credits	15 weeks	15 weeks

A student seeking to earn the Master of Arts in Teaching must complete the degree requirements 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 681A, and ED 695A 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.

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 successfully complete the TCPA.

MASTER OF EDUCATION

The Master of Education (M.Ed.) 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.

Degree Requirements

Students complete a core of coursework (15 credits) that addresses current issues in the P-12 classroom, and then select an emphasis (15-22 credits) that results in a new endorsement to complement their current license:

- M.Ed. with ESOL Endorsement Emphasis: 30 semester credits
- M.Ed. with Reading Interventionist Endorsement Emphasis: 31 semester credits
- M.Ed. with SPED Endorsement Emphasis: 37 semester credits

Program Core

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

Emphasis (Choose one) **See next page**

Emphasis (Choose one)

ESOL Endorsement Emphasis

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

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

Reading Interventionist Endorsement Emphasis

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

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

SPED Endorsement Emphasis

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

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

A student seeking to earn the Master of Education must complete the degree requirements 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.

SCHOOL OF SOCIAL SCIENCE AND SOCIAL WORK

The mission of the Warner Pacific University School of Social Science and Social Work is to equip students through a Christ-centered liberal arts education to become ethical leaders, critical thinkers, compassionate practitioners, and advocates for human dignity who positively influence individuals, organizations, and communities in an increasingly diverse and complex world.

The School of Social Science and Social Work prepares students to integrate interdisciplinary knowledge, research, cultural awareness, and professional practice to address social challenges, promote justice and human flourishing, strengthen communities, and serve others with integrity, competence, and compassion.

The School of Social Science and Social Work seeks to prepare graduates who will:

1. *Demonstrate mastery of interdisciplinary knowledge, theoretical perspectives, and research within social science and social work to critically examine human behavior, relationships, organizations, and social systems.*
2. *Integrate ethical principles, cultural humility, and Christ-centered values into professional practice, leadership, and decision-making that promotes justice, dignity, and the common good.*
3. *Apply critical thinking, communication, research, and problem-solving skills to address complex social, behavioral, organizational, and community challenges.*
4. *Demonstrate strengths-based, ethical, and evidence-informed practice behaviors that support individuals, families, groups, organizations, and communities across diverse settings.*
5. *Engage effectively with diverse populations through culturally responsive practices that promote inclusion, advocacy, empowerment, and social responsibility.*
6. *Apply interdisciplinary knowledge and professional skills across micro, mezzo, and macro systems to enhance quality of life, foster resilience, and instill hope for the future.*
7. *Develop leadership capacities that prepare graduates for advanced study, professional service, community engagement, and meaningful vocational impact in local, national, and global contexts.*

Interim Dean of the School of Social Science and Social Work: Dr. Victor Reynolds

Executive Director of Social Work; Associate Dean of the School of Social Science and Social Work: Dr. Stephanie Mace

Associate Degree Major: Social Science

Baccalaureate Degree Majors: Criminal Justice, Psychology and Human Development

Minors: Criminal Justice, Psychology

ASSOCIATE OF SCIENCE in SOCIAL SCIENCE

The Associate of Arts in Social Science is a degree concentrating on exposure to social science. 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 social science.

Requirements for the degree: 60 semester credits; 30 credits in residence
Requirements for the major: 30 semester credits: 18 credits in residence

Major Requirements

❑ BUS 101A	Intro to Business & Personal Finance	*Or approved business transfer course*	3
❑ COMM 218A	Interpersonal Communications	*Or approved comm transfer course*	3
❑ HIS 200A or 202A	Introduction to History or US History	*Or approved history transfer course*	3
❑ PS 140A	American Government	*Or equivalent transfer course*	3
❑ PSY 100A or 201A	Foundational or General Psychology	*Or equivalent transfer course*	3
❑ SOC 204A	Principles of Sociology	*Or equivalent transfer course*	3
❑ SS 252A	Cultural Studies	*Or approved diversity transfer course*	3
❑ 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)
CJ 300A	Criminology (3)

Core Requirements

❑ BI 151A or HE 151A	Holistic Living Course	*Or approved Bible transfer course*	3
❑ BUS 223A or CMPT 100A	Information Technology Course	*Or approved IT transfer course*	3
❑ EN 121A	English Composition I	*Or equivalent transfer course*	3
❑ EN 122A	English Composition II	*Or equivalent transfer course*	3
❑ ENV 100A	Environmental Studies	*Or approved science transfer course*	3
❑ MA 105A or BUS 107A	Math Course	*Or approved math transfer course*	3
❑ PHIL 291A	Rel & Phil Foundations of Ethical Practice	*Must be taken at WPU*	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 204 (Urban Life), COMM 218A (Critical Thinking) and HIS 200A/202A (Historical Knowledge).

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

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.

Requirements for the major: 36 semester credits: 30 credits in residence, 36 credits upper division
Students must also complete all requirements for a bachelor's degree, including core requirements
All courses are three credits and five weeks unless otherwise noted

Major Requirements

❑ CJ 300A	Criminology		3
❑ CJ 310A	The American Legal System		3
❑ SOC 340A	Race and Ethnic Relations		3
❑ SOC 345A	Social Problems and Public Policy		3
❑ SOC 360A	Urban Sociology		3
❑ SS 380A	Conflict Resolution		3
❑ CJ 395A	Data Analysis for Criminal Justice		3
❑ CJ 410A	Criminal Justice Administration		3
❑ SS 420A	Addictions, Mental Health, and Trauma		3
❑ CJ 430A	Criminal Justice Practicum	*10 weeks*	3
❑ CJ 440A	Professional Ethics in Criminal Justice		3
❑ CJ 455A	Restorative Justice		3

Upon successful completion of the major in Criminal Justice 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.

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.

Requirements for the major: 34 semester credits; 28 credits in residence; 34 credits upper division
Students must also complete all requirements for a bachelor's degree, including core requirements
All courses are three credits and five weeks unless noted otherwise.

Major Requirements

❑ PSY 300A	Foundations of Psychology & Human Development	3
❑ PSY 314A	Abnormal Psychology	3
❑ PSY 330A	Lifespan Human Development	3
❑ PSY 420A	Learning Theory	3
❑ PSY 430A	Counseling Theory	4
❑ PSY 441A	Stress, Crisis, Trauma and Self-Care	3
❑ SOC 320A	Human Sexualities	3
❑ SOC 340A	Race and Ethnic Relations	3
❑ SS 300A	Leadership & Diversity	3
❑ SS 380A	Conflict Resolution	3
❑ SS 391A	Research Design and Applied Statistics	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.

MINOR in CRIMINAL JUSTICE

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

❑ CJ 300A	Criminology	3
❑ CJ 310A	The American Legal System	3
❑ CJ 410A	Criminal Justice Administration	3
❑ CJ 440A	Professional Ethics in Criminal Justice	3

❑ Electives: Choose 2 courses (6 credits) from the following 6

SOC 340A	Race and Ethnic Relations (3)	CJ 395A	Data Analysis for Criminal Justice (3)
SOC 345A	Social Problems and Public Policy (3)	SS 420A	Addictions, Mental Health, and Trauma (3)
SOC 360A	Urban Sociology (3)	CJ 455A	Restorative Justice (3)
SS 380A	Conflict Resolution (3)		

MINOR in PSYCHOLOGY

16 credits

Courses are five weeks in length.

❑ PSY 300A	Foundations of Psychology & Human Development	3
❑ PSY 314A	Abnormal Psychology	3
❑ PSY 420A	Learning Theory	3
❑ PSY 430A	Counseling Theory	4
❑ PSY 441A	Stress, Crisis, Trauma and Self-Care	3

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 required.

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 required.

ART 250, ART 350 History of Art 3 credits As Needed
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 121+122. 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 Old Testament I: Pentateuch and Historical Books 3 credits Fall- Even Years
A theological and literary study of the Pentateuch and Historical Books exploring God's covenant relationship with Israel. Emphasis is placed on authorship, genre, and historical context as students interpret the Old Testament's role in shaping Israel's faith and its significance for Christian theology.

BI 315 Old Testament II: Prophetic and Wisdom Literature 3 credits Spring- Odd Years
A continuation of Old Testament I, focusing on the prophetic and wisdom literature of Israel. Students analyze key theological themes—covenant, justice, and redemption — through historical, literary, and canonical study, with attention to the Old Testament's enduring message for the faith and mission of the Church.

BI 320 New Testament I: Introduction and Survey of Major Themes 3 credits Fall- Odd Years
A comprehensive overview of the New Testament within its historical and theological contexts. This course examines the organization, major themes, and key figures of the New Testament writings, emphasizing their message of God's redemptive work in Christ and the formation of the early Church.

BI 325 New Testament II: The Gospel & Acts, Jesus & the Missional Church 3 credits Spring-Even Years
An in-depth study of the Gospels and the book of Acts, focusing on their historical, literary, and theological dimensions. This course examines the person and ministry of Jesus, the formation of the early Church, and the unfolding of God's mission through the apostles, equipping students to interpret these texts within the broader context of New Testament theology and Christian witness.

BIOLOGY

BIO 121 Biology for Health Sciences 4 credits Spring
An introduction to human body systems. Addresses application of core principals in biology preparing students for the allied health fields in Biology, Sport Medicine and Pre-nursing programs. Content includes the chemical basis of life, structure and biology of the cell, molecular biology, genetics, and basic anatomy and physiology principles. Covers topics and skills required to continue on to anatomy and physiology, and microbiology. 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, 4 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 (4 credits) that includes additional requirements and is restricted to biology majors or the consent of the instructor. Prerequisites: EN 121; 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 121, 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. Prerequisite: BIO 121, 211, or 212, or permission of the instructor. 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 121. 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 121.

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 121. 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 121. 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 4 credits Spring
See BIO 215.

BIO 330 Cell Biology 4 credits Fall- Even 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 121. Lab fee required.

BIO 360 Ecology 4 credits Fall- Even Years
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 121+122; MA 243 recommended. Lab fee required.

BIO 370 Microbiology 4 credits Spring
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 121. Lab fee required.

BIO 380 Invertebrate Zoology 4 credits Fall- Odd Years
Phylogenetic relationship, development, structure, and function of the invertebrate animals. Lecture and laboratory. Prerequisites: BIO 211, 212, EN 121. Lab fee required.

BIO 393 Practicum in Laboratory Science Instruction 1 credit Fall, Spring
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 121; and consent of instructor.

BIO 401 Scientific Writing 2 credits As Needed
This course is designed to develop effective writing skills for the scientific community including: problem solving identification, organization and interpretation of data, reasoning, presentation of results, and writing clarity. Analysis of primary literature, poster presentations, and ethics are also addressed. Prerequisites: EN 121+122, BIO 245 or BIO 250, junior class standing.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

BIO 420 Mammalian Physiology 4 credits Fall- Odd Years
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 121+122. Lab fee required.

BIO 421 Elements of Human Gross Anatomy 4 credits Spring- Odd Years
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 121. Lab fee required.

BIO 490 Senior Seminar in Biology 1 credit Fall
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 121+122, senior class standing.

BIO 491+ BIO 492 Senior Thesis 2 + 2 credits Fall + Spring
Original research, thesis completion and oral presentation of selected topic chosen in consultation with major advisor. Prerequisites: EN 121+122, senior class standing and consent of instructor. Offered as Pass/No Pass only.

BUSINESS

BUS 100A Team Dynamics 3 credits PGS
Also listed as SOC 100A. 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.

BUS 101 Introduction to Business and Personal Finance 3 credits Fall
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 101A 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 107A Business Mathematics 3 credits PGS
A survey course which introduces the basic mathematical skills needed to understand, analyze, and solve mathematical problems encountered in business and finance, and in investment decision making. There are no prerequisites for this course; however, students are expected to be able to perform the basic arithmetic operations—addition, subtraction, multiplication and division—with ease, and to have some familiarity with fractions, with algebraic operations, and with some basic mathematical principles.

BUS 195 Internship Preparation 2 credits Fall
This course will provide support for students as they prepare for entering an internship in any major. Students will investigate potential internship prospects and professional associations within their field, create job descriptions and electronic portfolios, update resumes, practice interviewing skills, practice presentation skills, practice networking, and practice working in a "cube" environment, by completing activities in the workplace lab. By the completion of the course, students will have determined an internship placement as well as developed an understanding of skills needed for a successful internship experience.

BUS 211 Financial Accounting 3 credits 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 111/243.

BUS 211A Financial Accounting 3 credits PGS
This course focuses 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.

BUS 213 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 111/243.

BUS 213A 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. Unless you understand managerial accounting, you cannot have a thorough understanding of a company's internal operations. What you learn in this course will help you understand the operations of your future employer (and enable you to be more successful at your job), and help you 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 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.

BUS 261/ 261A Organizational Writing and Presentations 3 credits Fall/ PGS
Also listed as COMM 261. 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 121.

BUS 290 Ethics, Social Issues, and Responsibility 3 credits Spring
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 121.

BUS 301A Management and Leadership: From Theory to Practice 3 credits PGS
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.

BUS 303/ 303A Business and Employment Law 3 credits Fall/ PGS
This course is designed to enable learners to prepare for leadership and management positions in both private and public sectors, by improving their competencies in the areas of employer and employee legal rights in the workplace. By comprehending and applying basic legal concepts and decisions, case studies, class exercises, and practical experiences to the workplace, learners will be much better able to lead and manage their employees and to function as employees themselves. Students will explore and discuss relevant concepts and practical application, producing specific learning outcomes. A strong ethics component is integrated in the course as students confronts various types of ethical choices and challenges facing today's leaders and managers.

BUS 306A Economics for Managers 3 credits PGS
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.

BUS 310 Management Theory and Practice 3 credits Fall
This course explores theoretical elements of business management. By investigating the principles encompassing planning, organizing, leading, and controlling the student will gain an understanding of the skills required to be a successful manager. The student will also examine many contemporary issues managers face, such as customer focus, globalization, diversity, ethics, information technology, entrepreneurship, work teams, service economy, and small business management.

BUS 311/ 311A Intermediate Accounting I 3 credits Fall/ PGS
Comparative study of generally accepted accounting principles from theoretical foundations to current practices. Prerequisite: BUS 213 or 213A.

BUS 312/ 312A Intermediate Accounting II 3 credits Fall/ PGS
Comparative study of generally accepted accounting principles from theoretical foundations to current practices. Prerequisite: BUS 311 or 311A.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

BUS 313A Accounting for Managers 3 credits PGS
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 107A or MA 111 (transfer) or equivalent; BUS 223A or equivalent.

BUS 314/ 314A Cost Accounting 3 credits Spring- Even Years/ PGS
Basic principles of cost measurement and reporting for managerial planning, policy and control. Prerequisite: BUS 312 or 312A.

BUS 318/ 318A Performance Management, Strategy & Change 3 credits Spring- Odd Years/ PGS
Effective performance and strategic management are the key to leveraging employee talent and creativity in a dynamic 21st century workplace. When done correctly, it becomes fundamental to an organization's ability to select, train, retain, reward, and motivate the right talent in the right ways to execute strategy. This course focuses on performance management as a contribution to organizational strategy, linking all the elements of organizational success into a single, aligned approach. Students will learn how to design practices and administer a system that fully engages and optimizes the performance of employees in the success of the enterprise.

BUS 319/ 319A Intro to Human Resource Management 3 credits Fall/ PGS
Issues concerning the effective use and equitable treatment of employees. How human resource management activities are influenced by the economy, laws, unions, organizational strategies, and human behavior. The analysis of management activities such as recruitment and selection, training and development, pay and benefits, labor relations, performance assessment, conflict resolution, discipline and due process. How these activities affect the attraction, retention, performance, and satisfaction of employees.

BUS 321/ 321A Organizational Behavior and Design 3 credits Spring/ PGS
Also listed as PSY 321. This course explores the elements of organizational theory. By investigating principles dealing with an organization's purpose, structural design, culture, and politics, the student will gain an understanding of the unique nature of organizational theory. This course will assimilate contemporary thinking with traditional ideas and theories in an interesting manner, while demonstrating to the student the pragmatic applicability of this topic. The goal of this course is to define how an individual and organization are integrated.

BUS 327/ 327A Employee Training & Development 3 credits Fall- Odd Years/ PGS
The training and development function are often responsible for designing, conducting, evaluating and/or recommending programs to meet the training needs of the organization. Learn to accurately assess organizational training needs and identify priority training topics, learning objectives, instructional approaches and evaluation techniques. Explore techniques for overcoming resistance to change. Practice establishing and justifying a training budget and critiquing training products and services offered by vendors and consultants. Learn to quantify training results and their impact to the organization's bottom line.

BUS 329/ 329A Cross-Cultural Communication, Staffing & Recruitment 3 credits Fall- Even Years/ PGS
Issues relevant to staffing work organizations are addressed and workforce forecasting. Topics include validation of selection procedures; criterion development; forecasting employee requirements and supply; alternative selection procedures; and equal employment opportunity regulations. This course provides students with an understanding of the importance of diversity within the modern workforce and strategies to manage diversity. Students will explore the multifaceted nature of diversity and the relationships between diversity, Equal Employment Opportunity and affirmative action. Students will be able to understand the mechanics of oppression and power while learning the greater advantages of hedging diversity for higher organizational performance and managing the emerging issues in diversity.

BUS 330/ 330A Components of Workplace Compensation 3 credits Spring- Odd Years/ PGS
In exchange for their time, talents and efforts, workers expect fair and motivating pay. This class covers the basics of compensation theory and practice. Job analysis and job evaluation pay equity considerations, market rates and surveys, the various types of compensation, and other related topics of interest to human resources professionals will be explored. Students will be introduced to incentive pay concepts and to major pay regulations. Understanding will be reinforced with exercises and applied learning activities.

BUS 331/ 331A Non-Profit Accounting 3 credits As Needed
Study of accounting for governmental bodies and non-profit organizations requiring accounting by "funds." Prerequisite: BUS 312 or 312A.

BUS 332/ 332A Auditing 3 credits Fall- Even Years/ PGS
Covers auditing theory, procedures, controls and tests. Preparation of letters, footnotes, responsibilities to the profession, the government and the organization. Prerequisite: BUS 312 or 312A.

BUS 336/336A Accounting Information Systems 3 credits Spring- Even Years/ PGS
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, pur-chases, 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. Prerequisite: BUS 312 or 312A.

BUS 340A Marketing for Managers 3 credits PGS
This course concentrates on the fundamentals of marketing emphasizing segmenting and targeting customers, researching the market, market image, uniqueness in marketing, developing the marketing business plan including distribution, location, price structure and promotion.

BUS 363 Introduction to Business Finance 3 credits Fall
An introductory course in business finance. Emphasis is placed on the basic concepts of the role and environment of managerial finance, financial statements and analysis, cash flow and financial planning, time value of money, risk and return, interest rates and bond valuation, stock valuation, capital budgeting cash flows and techniques. Prerequisites: BUS 211 and EC 203. BUS 213 is recommended but not required.

BUS 394 Research Methods and Applied Statistics 3 credits Spring
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 243.

BUS 401A Quantitative Analysis for Business 3 credits PGS
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.

BUS 411/ 411A Advanced Accounting 3 credits Fall- Even Years/ PGS
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.

BUS 412/ 412A Individual Taxation 3 credits Fall- Odd Years/ PGS
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.

BUS 413/ 413A Business Taxation 3 credits Fall- Odd Years/ PGS
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.

BUS 415 VITA/Tax Volunteer 1-3 credits As Needed
This course is offered in conjunction with the Internal Revenue Service (IRS) and the AARP Tax Aide division to give students the skills and training needed to prepare individual income tax returns for low-to-moderate income people. This course will be offering in the spring during tax season.

BUS 445/ 445A Global Business 3 credits Fall/ PGS
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 (traditional).

BUS 450 Strategic Management 3 credits Spring
A capstone course that helps integrate the approaches, techniques and philosophies learned in functional area courses, and provides the theory and practice of top-level, organization-wide administration. Emphasis is placed upon developing an ethical environment in which to work.

BUS 450A Business Policies 3 credits PGS
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.

BUS 453A Operations Management 3 credits PGS
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.

BUS 460/ 460A Fundamentals of Employee Benefits 3 credits Spring- Even Years/ PGS
Benefits, especially employee health plans, are an important part of any total rewards package. Benefit costs are increasing rapidly and unpredictably, creating a challenge to HR professionals. Learn the basics about how to design, evaluate, implement, and administer employee benefits that are relevant to employees, cost-effective for the company, and competitive enough to attract and retain workers. This class will cover the many types of benefits available, the regulatory environment, compliance requirements, selecting the best partners to meet your benefit goals, and important trends in the marketplace.

BUS 461A Finance for Business 3 credits
An overview of finance for business. Focuses on the fundamental concepts, techniques and practices of financial management. Emphasis is placed on the basic concepts of managerial finance, important financial concepts (time value of money, risk and return, bond and stock valuation), long-term investment decisions, as well as long-term and short-term financial decisions.

BUS 490 Accounting Topics 1-3 credits As Needed
Special topics of current concern to faculty and students. Offered only when faculty is available and student interest is sufficient. Class is announced in advance of scheduled offerings. This will be a student(s)/faculty-selected project that enables the student(s) to research a specialized area of accounting that is currently being discussed in the profession. The objective is to critically examine the problem areas with emphasizes on investigating the "whys" behind today's generally accepted accounting principles and exploring alternative approaches to the study and development of accounting theory. Additionally the objective is to have the student form a well-reasoned position on the matter. Prerequisite: BUS 213.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

BUS 495 Internship 1-6 credits Fall, Spring
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: School of Business majors only, Junior class standing, 2.5 GPA, and application to the School of Business. Pass/No pass grade. Not acceptable toward residency. Students must apply for internships the semester prior to registering.

BUS 497/ 497A HR Capstone 3 credits Fall- Odd Years/ PGS
Prepare to sit for the Human Resource certification (SHRM-CP/SCP or HRCI aPHR exam). This course will cover the human resource knowledge domains and behavioral competencies as emphasized within the HRCI and SHRM guidelines.

BUS 500A Foundations for Successful Graduate Studies 3 credits PGS
This course will orient students to the expectations of graduate studies. It will review various graduate study practices regarding research practices, graduate level writing, as well as team dynamics that will prepare the student for success in both the MBA and MAOL programs.

BUS 501A Leading Diverse, High Performing Teams 3 credits PGS
Drawn from behavioral and social sciences, this course examines leadership theories, research, and models. It will also explore new paradigms of leadership that will help teams perform at higher levels through diversity and inclusion, while challenging shortsighted leaders to higher team performance through better communication, exchanges between leaders and followers, training and evaluating leaders in the 21st century.

BUS 502A Technology Trends in Business Culture 3 credits PGS
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.

BUS 503A Corporate Finance 3 credits PGS
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.

BUS 505A Managing Change 3 credits PGS
This course examines the relationship of systems thinking and change management. Any type of change event in organizations can be a messy experience. Therefore, understanding how systems thinking and change management correlate will help students experience and lead change events where they work. Through the lens of systems thinking, students will explore major theories, models, and best practices associated with change and learning organizations.

BUS 600A Business Ethics 3 credits PGS
This course provides an overview of the ethical, legal, and value-based environments in which organizations operate. Course readings and activities encourage the development of a perspective that includes respect for and understanding of the role of values, ethics and diverse legal and regulatory systems in shaping leadership style and organizational performance. Given the increasing globalization of business, issues include also an examination of culture and diversity factors.

BUS 603A Behavioral Economics and Strategy 3 credits PGS
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.

BUS 604A Business Innovation 3 credits PGS
Creativity and innovation are integral to an organization's ability to survive and thrive in today's competitive marketplace. This course provides students with an understanding of how creativity and innovation can create new opportunities for organizations. Students will also learn the practical applications involved in fostering creativity and innovation in the workplace.

BUS 606A Managerial Accounting and Financial Strategies 3 credits PGS
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.

BUS 607A Strategic Marketing 3 credits PGS
This course explores various strategies associated with Marketing. Students will analyze and create strategies for services and products that will simulate a current, dynamic, marketing environment, while developing needed skills for creating successful marketing campaigns.

BUS 608A Project and Operations Management 3 credits PGS
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.

BUS 609A Business Analytics 3 credits PGS
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.

BUS 610A Leading in a Global Environment 3 credits PGS
Many of the key opportunities and challenges for multi-national companies focus on people from different cultures working together. This course teaches students how to make strategic use of intercultural strategies to help organizations improve market performance, employee engagement, customer loyalty, while focusing on the triple bottom-line. The course develops students' knowledge of and skills to improve organizational performance through cultural intelligence, human diversity, and leading and managing intercultural organizations.

BUS 613A Research Methods Workshop 1 credit PGS
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. Additional fees required.

BUS 614A Strategy/Capstone 2 credits PGS
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.

CHRISTIAN ENTREPRENEURSHIP

CET 199/199A Christian Entrepreneurship Training I 3 credits Fall/ 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 299/299A Christian Entrepreneurship Training II 3 credits Spring/ 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.

CHEMISTRY

CHEM 111 Introduction to Chemistry 4 credits Fall
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.

CHEM 211 General Chemistry I 4 credits Fall
Chemistry of the elements and their compounds: atomic structure, bonding, and stoichiometry. Lecture and laboratory. Prerequisite: MA 112 or MA 251. Lab fee required.

CHEM 212 General Chemistry II 4 credits Spring
Chemistry of the elements and their compounds: solutions, kinetics, equilibrium, electrochemistry, carbon compounds, and radioactivity. Lecture and laboratory. Prerequisites: CHEM 211. Lab fee required.

CHEM 301 Organic Chemistry I 4 credits Fall- Even Years
Topics include the structure, bonding and reactivity of organic compounds with special emphasis given to the mechanisms of organic chemistry. Lecture and laboratory. Prerequisites: CHEM 211, 212. Lab fee required.

CHEM 302 Organic Chemistry II 4 credits Spring- Odd Years
Topics include organic spectroscopic techniques as well as the structure, bonding and reactivity of alcohols, amines, and carbonyl compounds. The laboratory includes the synthesis, purification and identification of such compounds. Lecture and laboratory. Prerequisite: CHEM 301. Lab fee required.

CHEM 412 Biochemistry 4 credits Spring- Even Years
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.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

CRIMINAL JUSTICE

CJ 300/ 300A Criminology 3 credits PGS
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.

CJ 310/ 310A 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.

CJ 395/ 395A Data Analysis for Criminal Justice 3 credits PGS
Students are introduced to crime analysis and crime mapping through a discussion of the concepts, theories, practices, data, analysis techniques, and the role of crime analysis in policing. Students will discover the theoretical foundations of crime analysis and its importance for evidence-based policing strategies. Students will learn how to use the data to understand criminal behavior and how crime analysis can be utilized for crime reduction.

CJ 410/ 410A Criminal Justice Administration 3 credits PGS
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.

CJ 430/430A Criminal Justice Practicum 3 or 6 credits PGS
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. Students may take the practicum for either 3 or 6 credits, with variable requirements based on the credit amount selected.

CJ 440/440A Professional Ethics in Criminal Justice 3 credits PGS
This course explores the principles and theories that guide ethical decision-making within the criminal justice system. Students will examine the ethical dilemmas and challenges faced by professionals working in law enforcement, corrections, and the court system. Topics covered in this course may include the ethical responsibilities of police officers, prosecutors, defense attorneys, and judges, as well as issues related to the use of force, racial profiling, and the treatment of prisoners. Students will also learn about the importance of upholding integrity, honesty, and accountability in the pursuit of justice. By the end of the course, students will have a better understanding of the ethical standards that govern the criminal justice field and the importance of ethical decision-making in maintaining public trust and confidence in the system.

CJ 455/ 455A Restorative Justice 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.

COLLEGE STUDIES

CLS 110 Critical Thinking and Study Skills 3 credits Fall, Spring
This course examines critical thinking techniques, theories and approaches to knowledge, and strategies for studying in and across academic disciplines. Within this theoretical context, students explore and assess methods to improve their own thinking, reading, writing, studying, and test taking skills. Emphasis is on thematic study and on moving students from rote learning to understanding and application of course content across the curriculum.

CLS 111 Critical Thinking: Building Habits for Success 1 credit Fall, Spring
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.

CLS 200A Exploring Prior Learning Experience 1 credit As Needed
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: EN 121A + 122A, and recommendation by advisor.

COMPUTERS

CMPT 100/ 100A Computer/Information Literacy 3 credits Spring/ PGS
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.

COMMUNICATIONS

COMM 111 Public Speaking 3 credits Spring
Examination of the art of rhetoric with emphasis on ethics of public speaking, types of speeches, organization, language, and delivery. Through study and practice of methods for writing and speaking effectively, students can improve their listening, reading, writing, analytical, critical thinking, and communication skills.

COMM 218 Interpersonal Communications 2 credits Fall
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.

COMM 218A Interpersonal Communications 3 credits PGS
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.

COMM 230 Intercultural Communication 3 credits As Needed
Students will be introduced to the process of communication between and among individuals from different cultures or subcultures. They will learn the dynamic elements of intercultural communication in order to understand their own and others' cultures more effectively and thereby become more effective and ethical communicators.

COMM 250 Introduction to Digital Media 3 credits Fall
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.

COMM 261 Organizational Writing and Presentations 3 credits Fall
See BUS 261.

COMM 265 Introduction to Web Design 3 credits Fall- Odd Years
Students will learn how to design for web and mobile platforms through an understanding of user experience, user interface design, accessibility, content strategy, design systems, cross-browser implementation, and technical tools. Students will be introduced to prototyping and design software (Adobe XD CC) and how it guides the modern front-end development process (HTML, CSS, JavaScript). Students will learn the difference between common project management methodologies including waterfall and agile.

COMM 266 Web Design and Implementation 3 credits Spring- Even Years
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 121+122 and 2 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 121+122.

COMM 312 Design Thinking and Entrepreneurship 3 credits Fall- Even Years
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.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

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 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 121+122, 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 Communications (COMM) courses.

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, and consent of instructor. 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 Spring
If economics is the study of scarcity; then one must know how to properly allocate scare 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 121.

EDUCATION

ED 225/ 225A Human Development & Learning Theory Implications for P-12 4 credits Spring/ 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 240/ 240A Integrating Educational Technology in the Classroom 3 credits Fall/ 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 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 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 Spring/ 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 121+122, or EN 121A+122A, Sophomore class standing.

ED 343 Literature for Adolescents and Young Adults 3 credits As Needed
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 121+122, Sophomore class standing.

ED 353/ 353A Cultural Diversity 3 credits Fall/ PGS
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 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 225 or ED 225A, ED 281 or ED 281A, and admission to the Teacher Education program. Additional fees required.

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 225 or ED 225A, ED 281 or ED 281A, and admission to the Teacher Education program.

ED 376/ 376A ESOL Methods in the Classroom 2 credits Spring/ 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 225 or ED 225A, ED 281 or ED 281A, and admission to the Teacher Education program.

ED 377/ 377A Art/PE/Music Methods in the Classroom 2 credits Spring/PGS
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. Prerequisites: ED 225 or ED 225A, ED 281 or ED 281A, and admission to the Teacher Education program.

ED 378/ 378A Math and Science Methods in the Classroom 3 credits Fall/PGS
This course will enable students to master developmentally appropriate, differentiated teaching techniques with the PK-8 mathematics and science 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. Prerequisites: ED 225 or ED 225A, ED 281 or ED 281A, and admission to the Teacher Education program.

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 495/495A Student Teaching in the final semester of the student's program.

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 Student Teaching I (100 hours) 2 credits Fall, Spring
This clinical experience meets requirements for hours in the classroom and the initial work of the TCPA. The configuration of this experience may vary to accommodate the schedule and requirements of both the cooperating school site and the student. Offered on a Pass/No Pass basis. Prerequisite: Full admission to the Teacher Education program, ED 250, ED 281 and ED 334. Students are responsible for fees associated with licensure and any additional licensure assessment fees required by TSPC. Additional fees for fingerprinting and the state Civil Rights exam are required.

ED 492 Endorsement Practicum 2 credits 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.

ED 493 Practicum for ED 489 (100 hours) 2 credits As Needed
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.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

ED 495 Student Teaching II 12 credits Fall, Spring
This clinical experience includes full-time student teaching for the entire 15-week semester at the teacher candidate's primary authorization level in a supervised setting. It is taken concurrently with ED 481. Each candidate will produce an integrated unit and complete the TCPA. Offered on a Pass/No Pass basis. Students are responsible for fees associated with licensure. Prerequisites: ED 491 and full admission to the Teacher Education Program. Additional fees required.

ED 495A Student Teaching 12 credits PGS
This clinical experience includes full-time student teaching for the entire 15-week semester at the teacher candidate's primary authorization level in a supervised setting. It is taken concurrently with ED 481A. Each candidate will produce an integrated unit and complete the TCPA. Offered on a Pass/No Pass basis. Students are responsible for fees associated with licensure. Prerequisites: Full admission to the Teacher Education Program and completion of all other Education pre-licensure coursework. Additional fees required.

ED 510A Teaching to Diversity in Today's Classroom 3 credits PGS
This course is designed to teach educators how to promote all learners' intellectual, social, emotional and moral growth within a classroom that respects, appreciates, and celebrates humanity in all of its diversity. Students will learn to select, modify and evaluate curricular materials for individual and groups to include gender, race, class, and at-risk populations. Learning rates and styles will also be addressed.

ED 515(U), ED 515A Classroom Management with Practicum (30 hours) 2 credits Fall/ PGS
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.

ED 525A Human Development & Learning Theory Implications for P-12 4 credits 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 535(U), ED 535A Curriculum Planning and Instruction with Practicum (50 hours) 3 credits Fall/ PGS
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.

ED 540A Utilizing Instructional Media 3 credits PGS
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.

ED 551A Foundations of Education 1 credit PGS
This course explores teaching as a career choice and includes an overview of the historical, philosophical, and sociological foundations of education. It includes current issues, practices, roles of school personnel and federal and state laws related to education.

ED 555A Urban Education and Diverse/Exceptional Learners 3 credits PGS
This course is designed to celebrate a variety of learner characteristics, backgrounds, values, and contributions to the educational environment and to develop models and teaching methods to increase achievement of all students. This course will also address the challenges of and teacher responsibilities toward students with special needs, English language difficulty, and other barriers to school success.

ED 560A Research for Teachers 2 credits PGS
Students will complete an action research project with a professional literature review. The course will focus on the foundations of research design, research methods, research questions, hypotheses, and data interpretation. Students will conduct research, collect data, and interpret the data. The action research project will provide an opportunity for students to make decisions and solve problems based on theory and research.

ED 564A Ethics in Education 2 credits PGS
In 21st century learning, to meet the ever-changing needs of our students, educators require a strong understanding regarding ethics in education. The course is designed to understand the journey of ethics in education, current issues, resolutions, and strategies to ensure improved practice. Students will analyze, collaborate, and discuss cases regarding educational ethical issues educators are facing.

ED 571A Art/PE/Music Methods in the PK-8 Classroom 2 credits PGS
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. Prerequisite: ED 525A or equivalent coursework in Human Development and Learning Theory.

ED 572A Teaching Math and Science Methods in the PK-8 Classroom 3 credits PGS
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. Prerequisite: ED 525A or equivalent coursework in Human Development and Learning Theory.

ED 573A ESOL and Literacy Instruction Methods for Classroom Teachers 2 credits 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. Prerequisite: ED 525A or equivalent coursework in Human Development and Learning Theory.

ED 574A Teaching Literacy & Social Studies Methods in the PK-8 Classroom 3 credits PGS
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. Prerequisite: ED 525A or equivalent coursework in Human Development and Learning Theory.

ED 575A Literacy Methods in the Content Area 3 credits PGS
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. Prerequisite: ED 525A or equivalent coursework in Human Development and Learning Theory.

ED 576A Instructional Methods for the Middle and High School 3 credits PGS
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. Prerequisite: ED 525A or equivalent coursework in Human Development and Learning Theory.

ED 577A Educational Trends in Middle and High School 2 credits PGS
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. Prerequisite: ED 525A or equivalent coursework in Human Development and Learning Theory.

ED 592A Reading/Literacy Practicum 2 credits PGS
This course provides the opportunity to observe master teachers and practice delivering literacy instruction, administering assessments and interpreting the results, planning interventions and developmentally/proficiency appropriate curriculum and materials, delivering differentiated and engaging instruction, supervising others in reading instructional activities, and evaluating the results of chosen methods and tools.

ED 595AA Capstone Experience 1 credit PGS
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.

ED 595BA Capstone Experience 1 credit PGS
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.

ED 596A Assessment and Evaluation 3 credits PGS
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.

ED 620A Principles of Reading Assessment, Diagnosis, and Intervention 2 credits PGS
This course provides practice in using a variety of assessment tools and techniques to collect data to identify student proficiencies and deficiencies in reading and writing and plan effective instruction. Reporting practices and communications will also be examined.

ED 621A Assessment Practices for English Language Learners 2 credits PGS
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.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

ED 631A Cross Cultural Foundations 3 credits PGS
This course addresses the legal, ethical, and moral issues related to teaching ELL students, including beliefs and values related to diversity on learning and communication, the development of cross-cultural awareness, strategies for teaching and testing cultural knowledge and skills, and methods and means of involving families and communities with limited English proficiency in the education of their children.

ED 651A Best Practices in Literacy Instruction and Curriculum 3 credits PGS
This course provides opportunities to select, design, and evaluate a variety of research-based instructional practices, methods, and materials to meet identified deficiencies in student literacy. Curriculum units will be developed based on proficiency levels, learning styles, and interests, with sensitivity to cultural and ethnic issues.

ED 652A Curriculum and Instruction for English Language Learners 3 credits PGS
The course will focus on locating, designing, and evaluating age and proficiency appropriate materials, lessons and activities for each of the skill areas of language acquisition, individual and group learning strategies, and standards-based delivery models identified in the literature and best practices.

ED 660A Research Design 3 credits PGS
This class will assist students in developing the disposition and ability to engage in teacher research as a way to develop their own practice. It builds upon learning in Research for Teachers such as knowing how to search professional research libraries. Teacher inquiry can help teachers improve instruction and gain insight into their profession and the nature of learning. Data gathering instruments and procedures will be created and piloted. Process for reflecting on research study results, concluding and tying results to existing professional literature will be practiced. The research proposal written in this course is a systematic plan to improve instinctive reflection teachers already engage in as they strive to improve their impact on student learning.

ED 661A Educational Research 3 credits PGS
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.

ED 670A Foundations of Language and Literacy 3 credits PGS
This course addresses the history, research, and theory related to language development and literacy, including cultural differences, the components of reading, the skills needed for reading readiness, and the sequence of skills toward becoming a proficient reader.

ED 671A Literacy Instruction for Special Needs Students 2 credits PGS
This course provides an overview of issues, characteristics, and definitions of special needs children. This course examines planning instruction, providing services, developing community relations, and utilizing resources.

ED 672A Linguistics for ESOL Educators 3 credits PGS
This course focuses on phonetics, phonology, morphology, semantics, syntax, pragmatics, language variation, and language acquisition will be examined as well as stages of the learning process, environmental influences, verbal and nonverbal modes of communication, and the development of other academic skills.

ED 676A Literacy Instruction for ELL Students 2 credits PGS
This course provides opportunities to use research-based procedures to select, design, and evaluate a variety of instructional materials in all content areas, for students at different reading, writing, and speaking levels and from different cultural and linguistic backgrounds. High interest, high quality literature and other reading selections for students and their teachers will be explored, in order to foster love of reading for education and pleasure.

ED 681A Professional Development Seminar 2 credits 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 695A Student Teaching in the final semester of the student's program. 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.

ED 688A Leadership in ESOL Programs and Models 2 credits PGS
This course compares various ESOL programs and models, focusing on the foundation of research, the achievement of goals and standards, and the satisfaction of students, educators, and communities. Emerging issues, influences, and reform efforts will be examined, and opportunities for advocacy will be developed.

ED 689A Leadership in Literacy Programs 2 credits PGS
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 work with colleagues to improve own and others' practice.

ED 693A ESOL Practicum 2 credits PGS
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.

ED 695A Student Teaching 8 credits PGS
This clinical experience includes full-time student teaching for the entire 15-week semester at the teacher candidate's primary authorization level 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 successfully completion of the TCPA and is taken concurrently with ED 681A. 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. Additional fees required.

EDUCATIONAL PSYCHOLOGY

EDPSY 360/ 360A Exceptional Learners 3 credits Spring/ 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 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 121/121A Composition and Research I 3 credits Fall, Spring/ 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.

EN 122/122A Composition and Research II 3 credits Fall, Spring/ 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.

EN 215, 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. 300 level option is available by consent of instructor and requires completion of a major project.

EN 249, 349 Understanding Film and Its Forms 3 credits Fall
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**.**

ENVIRONMENTAL SCIENCE

ENV 100A Environmental Studies 3 credits PGS
Using a variety of environmental studies this class will address relationships between human activities and the environment at the local and global levels. Students will learn how their everyday life impacts the world around them. Case studies from ecology, conservation, demography and politics will be used to illustrate scientific and social factors impacting human society and life on Earth.

ENV 105 Introduction to Environmental Science 3 credits Fall
This class will address a variety of local and global environmental problems in connection with students' life, experiences, interests and career plans. Main science principles relevant to the environment will be illustrated with examples and case studies from ecology, evolution, earth science, chemistry, physics, and human health. Broad spectrum of social aspects about economy, traditions, religion, culture and politics will be considered within the context of the relationships of the environment and human civilization.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

FINE ARTS

FA 200A **Introduction to the Arts** **3 credits** **PGS**
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.

HEALTH CARE ADMINISTRATION

HCA 302/ 302A **Principles of Patient Care** **3 credits** **Fall- Odd Years/ PGS**
This course provides both an overview of the evolution of patient care in the US and a description of current practices. The fundamental components of all patient needs are examined. Infrastructures are studied and the roles of the various participants are explained.

HCA 303/ 303A **Alternative Methods & Public Policy** **3 credits** **Fall- Odd Years/ PGS**
This course provides an overview of major Complementary and Alternative Medical (CAM) care resources and their management systems, as well as community and public health services used for the well-being of a population. This course will explore the future of Health Care Administration.

HCA 315/ 315A **Cultural Competency in Health Care Organizations** **3 credits** **Fall- Even Years/ PGS**
"Cultural competency" is one of public health's primary tools to closing the disparities gap in health care. It encompasses behaviors, attitudes, and policies that are integrated in a system, agency, or group of professionals that enables effective work in cross-cultural settings and situations. While "culture" is commonly associated with race/ethnicity, it encompasses the language, thoughts, communications, actions, customs, beliefs, and values of any social group. This course will examine both analytical and practical approaches to cultural competency in public health. Concepts, models, frameworks, and communication that occur in cross-cultural health situations will be discussed, but also the application of these concepts in real interventions and programs.

HCA 410/410A **Quality Management in Health Care Organizations** **3 credits** **Spring- Even Years/ PGS**
In this course students will be introduced to the fundamentals of patient safety, evaluation of quality and quality measures and principals of quality improvement, and the importance these elements have in the level of patient care and organizational effectiveness.

HCA 412/ 412A **Health Care and Ethics** **3 credits** **Spring- Odd Years/ PGS**
This course identifies ethical issues in health care. It is designed to encourage the student to clarify their personal ethics in as related to the field of health care. The various responsibilities involving the managing of individuals and groups whose ethics may be divergent are explored. The course encompasses a study of the Christian world view as it is applied to leadership situation.

HCA 450/450A **Critical Issues in Health Care** **3 credits** **Fall- Even Years/PGS**
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.

HEALTH

HE 150 **Personal Health and Fitness** **2 credits** **Fall, Spring**
Study of the fitness lifestyle and other major health concerns. The overall goal is that the student adopts a wellness lifestyle.

HE 151A **Health and Fitness for Adults** **3 credits** **PGS**
Study of the fitness lifestyle and other major health concerns. The overall goal is that the student adopts a wellness lifestyle.

HE 200 **Medical Terminology** **1 credit** **Fall**
This course introduces vocabulary used by a variety of medical professionals. Using prefixes, roots and suffixes, vocabulary and abbreviations related to basic anatomical, physiological, pathophysiological, medical and surgical procedural, diagnostic, and pharmaceutical terms will be taught. The medical chart, including the electronic health record, will be introduced and typical charts reflecting common conditions will be reviewed for each body system.

HE 210 **Stress Management** **2 credits** **Fall- Even Years**
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.

HE 240 **Nutrition** **3 credits** **Fall**
Study of foods as related to health and nutritional diseases. Prerequisite: EN 121.

HE 330 **Sports Nutrition** **3 credits** **Spring- Odd Years**
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.

HE 340 **Current Health Issues** **3 credits** **Fall- Odd Years**
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.

HE 410 Fitness and Chronic Disease 3 credits Spring- Even Years
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, KIN 320.

HISTORY

HIS 200A Introduction to History 3 credits PGS
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.

HIS 202A History of the United States II 3 credits
A study of the political, social, and economic development of the United States from colonial times to the present.

HIS 330 Church History I 3 credits Fall- Even Years
See REL 330.

HIS 370 Church History II 3 credits Fall- Even Years
See REL 370.

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 121+122.

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 121+122.

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 121A+122A.

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 121+122 or EN 121A+122A or equivalent.

KINESIOLOGY

KIN 230 Introduction to Kinesiology & Sports Management 3 credits Spring
This course is designed to give students interested in kinesiology an introduction to the majors available at Warner Pacific University. The disciplines of Sports Management, Kinesiology (Exercise Science), and Sports Medicine will be represented. The basic terms and concepts, important issues, current trends, and professional avenues available in each discipline will be presented. Students will understand and be able to select a major in the department by the end of the course.

KIN 310 Motor Learning 3 credits Fall- Odd Years
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.

Traditional Courses (Taught Fall and/or Spring, as indicated)		***PGS Courses (Taught in PGS cohort rotations)***	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

KIN 320 Exercise Prescription 3 credits Fall- Odd Years
This course is designed to provide students with the knowledge, skills, and abilities in formulating fitness 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 fitness prescription in preparation for managing exercise professionals in a variety of settings. Prerequisite: EN 121.

KIN 325 Biomechanics 3 credits Fall- Odd Years
Study of the anatomical and bio-mechanical aspects of human motion with comprehensive attention to functional human anatomy. Prerequisites: BIO 121 or 221, EN 121+122.

KIN 350 Care and Prevention of Athletic Injuries 3 credits Fall- Even Years
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 or 221, EN 121+122.

KIN 420 Essentials of Strength and Conditioning 3 credits Spring- Even Years
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 121+122.

KIN 460 Tests, Measurements and Evaluation in Exercise Science 3 credits As Needed
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 121+22, Junior class standing.

KIN 470 Adapted Physical Education 3 credits As Needed
Analysis of the physical education/activity needs of physically and/or mentally and/or emotionally handicapped individuals. Content includes nature of selected handicapping conditions, selection of appropriate activities, program design, mainstreaming, and evaluation. Prerequisites: BIO 121 or 221, KIN 230, EN 121+122.

KIN 475 Exercise Physiology 4 credits Spring
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 or 221, EN 121+122.

KIN 490 Senior Seminar 1 credit Fall
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 class 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 105, 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 105/ MA 105A 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 112.

MA 112 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 112.

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 243 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 121 or equivalent, MA 95 or equivalent.

MA 251 Calculus I 4 credits Fall- Even 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 112 or equivalent.

MA 252 Calculus II 4 credits Spring- Odd 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 As Needed
Topics in matrix algebra, including vector spaces, determinants, systems of linear equations, eigenvalues, eigenvectors, linear transformations, and proof. Prerequisite: MA 251 with grade of C or better.

MA 349 Problem Solving Seminar 1 credit As Needed
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.

MA 356 Discrete Mathematics 3 credits As Needed
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

MKTG 242 Marketing 3 credits Fall
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 121.

MKTG 300 Consumer Behavior 3 credits Fall- Odd Years
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.

MKTG 342 Marketing Management 3 credits Spring- Even Years
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.

MKTG 350 Customer Relationship Management 3 credits Fall- Even Years
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 on conceptual knowledge and hands-on learning using a leading CRM software. Prerequisite: MKTG 242.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

MKTG 420 Advertising and Public Relations 3 credits Spring- Odd Years
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.

MKTG 425 Integrated Marketing Communication 3 credits Fall- Odd Years
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 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

MOL 503A Financial Environments of Organizations 3 credits PGS
This course provides a broad overview of the financial environment in which organizations function. It provides leaders with the critical financial interpretation skills needed to understand the impact of financial performance within their organization, as well as the impact of their decisions. Topics covered include: an overview of the general business environment, financial fundamentals, budgetary concepts, project analysis, and assessing the financial well-being of the organization. It will also enable students to utilize financial data for strategic planning.

MOL 508A Project Management 3 credits PGS
Project Management is an important subject for all companies regardless of Business Model. This course will provide students with the skills needed to manage a project by exploring the processes and knowledge areas recommended by the Project Management Institute for effective initiation, planning, execution, monitoring and control, and closure of projects.

MOL 509A Social Entrepreneurship and Sustainable Business 3 credits PGS
Social entrepreneurship is a fairly new field in which business and nonprofit leaders design, grow, and lead mission-driven enterprises. As business models evolve, it is important to analyze both the opportunities and challenges associated with this new way of doing business. Students will explore this topic within the framework of sustainable business model focusing on a triple bottom-line of people, planet, and profit.

MOL 604A Legal and Regulatory Environment of Business 3 credits PGS
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 BUS 500A, this project is conducted under the guidance of WP PGS faculty. Each student provides a formal presentation of their project as part of this course.

NURSING

NURS 210 Interprofessionalism 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 & 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 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.

NURS 340 Medical-Surgical Nursing I: Providing Care 5 credits Fall, Spring
This didactic, skills development, and clinical course introduces medical-surgical nursing practices in the provision of care for diverse adults and older adults, including at end of life. The course examines and applies convictions, knowledge, skills, and attitudes arising from a liberal arts foundation, professional standards, evidence-based practice guidelines, and interprofessionalism to patient care. A key topic is pain management. Prerequisites: NURS 210, NURS 301, NURS 302, and NURS 336.

NURS 350 Diversity, Equity & Advocacy 3 credits Fall, Spring
This course examines the increasingly important roles of cultural competence and advocacy in the process of increasing quality of 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 are 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.

NURS 370 Research, Statistics & Evidence-Based Practice 3 credits Fall, Spring
This course serves as an introduction to the research process and its integration into professional nursing practice. Students 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 are introduced and applied in the context of reading current nursing research literature. Students 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, are also provided. This course meets the Critical Thinking & Strategic Planning requirement for General Education Core. Prerequisites: NURS 340 and NURS 350.

NURS 380 Maternal & Neonatal Health Nursing 4 credits Fall, Spring
This didactic, skills development, and clinical course extends the art and science of nursing and the various roles of the nurse as they apply to diverse and self-identified childbearing families. Students use the nursing process and QSEN competencies to relate to biophysical, psychosocial, cultural, and spiritual principles that have an impact on the childbearing family. Best evidence forms the basis for nursing care and management. The course also addresses family theories and dynamics and emphasizes a family-centered approach during antepartum, intrapartum, postpartum, and neonatal clinical experiences. Prerequisites: NURS 340 and NURS 350.

NURS 400 Child & Adolescent Health Nursing 3 credits Fall, Spring
This didactic and clinical course focuses on the art and science of providing ethical, evidence-based nursing care to diverse children and adolescents within ANA standards, National Patient Safety Goals, and the QSEN Institute's quality and safety framework. Utilizing current patient care technologies and practice guidelines, the course emphasizes the understanding of pathophysiology unique to pediatric and adolescent populations in the provision of quality nursing care. For each developmental level, course content holistically addresses relevant anticipatory guidance, health promotion, and developmentally appropriate communication strategies. In addition, the course examines health care policy, finance, and regulatory environments affecting diverse children and adolescents. Prerequisites: NURS 340 and NURS 350.

NURS 410 Community & Population Health Nursing 3 credits Fall, Spring
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 for populations). Building on existing skills, students assess health needs, plan, and implement appropriate primary, secondary, and tertiary prevention interventions for diverse and vulnerable population groups in a variety of community settings, emphasizing safe and ethical practice. Evaluation of political processes related to emergency preparedness, local community health funding, and equitable patient/family/community access to healthcare is included. Prerequisites: NURS 340 and NURS 350.

NURS 440 Medical-Surgical Nursing II: Managing Care 6 credits Fall, Spring
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.

Traditional Courses (Taught Fall and/or Spring, as indicated)		***PGS Courses (Taught in PGS cohort rotations)***	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

NURS 460 Leadership I: Epidemiology, Prevention & Informatics 3 credits Fall, Spring
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.

NURS 470 Mental Health Nursing 3 credits Fall, Spring
This didactic and clinical course addresses the principles and techniques of therapeutic communication and interprofessional collaboration as applied to working with patients who present with symptoms of mental health disorders in acute care and community-based settings. Contemporary issues in the field of mental health nursing are explored from a liberal arts foundation to attend to psychosocial, spiritual, cultural, emotional, and biophysical alterations as well as economic, legal, and ethical environments of recipients of care. Based on ANA standards of practice, the role of the nurse focuses on health promotion, disease prevention, and management for patients with mental health conditions across the life span. Students apply theoretical concepts of compassionate care and emotional support in clinical areas while working with diverse individuals, families, groups, communities, and vulnerable populations with varying levels of complexity. Prerequisites: NURS 340 and NURS 350.

NURS 480 Leadership II: Caring, Safety & Leadership 3 credits Fall, Spring
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.

NURS 490 Leadership III: Leadership & Management Capstone 6 credits Fall, Spring
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 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

PE 100 Varsity Athletics Workshop 1 credit Fall, Spring
Sport activity credit and associated athletic support for those who participate in varsity athletics. All student athletes are required to enroll in either PE 100 or PE 200 for one credit each semester unless if it would result in a credit overload for the term.
Does not meet General Education Core Studies outcomes. Offered on a Pass/No Pass basis.

PE 200 Varsity Athletics Credit 1 credit Fall, Spring
Sport activity credit for those who participate in varsity athletics. All student athletes are required to enroll in either PE 100 or PE 200 for one credit each semester unless if it would result in a credit overload for the term.
Prerequisite: Successful completion of at least one semester of PE 100, current regular academic standing, and one of the following: Sophomore class status with a cumulative college GPA of 3.5 or higher, or Junior/Senior class standing with a cumulative college GPA of 3.25 or higher. Varsity athletes who do not meet these prerequisite requirements are required to take PE 100.
Does not meet General Education Core Studies outcomes. Offered on a Pass/No Pass basis.

PHILOSOPHY

PHIL 291A Religious & Philosophical Foundations – Ethical Practice 3 credits PGS
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.

PHIL 300 Ethics 3 credits Spring
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 121+122.

PHIL 380 Sports Ethics 3 credits Fall
See SRM 380.

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 112 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.

PASTORAL MINISTRY

PMIN 305 Preaching 3 credits Fall- Odd Years
Instruction in preparing and delivering sermons, focusing on biblical, theological, and practical aspects for effective communication and spiritual formation.

PMIN 340 Church Administration and Leadership 3 credits Fall- Odd Years
Study of administrative structures, governance, staff relations, and leadership principles essential for managing church operations, facilities, policies, conflict management, and staff.

PMIN 345 Pastoral Ethics and Legal Issues 3 credits Spring- Odd Years
Examines pastoral ethics, professional boundaries, legal responsibilities, and risk management, preparing students for ethical decision-making and compliance with laws and movement/association/denomination policies, and crisis intervention skills.

PMIN 400 Pastoral Ministry: Sustaining a Whole Life in Ministry 3 credits Spring- Even Years
Equips current and emerging ministry leaders to practice sustainable pastoral care by integrating spiritual formation with practical wisdom for healthy living. Students will explore the rhythms, disciplines, and boundaries that nurture personal and relational wholeness as they serve others.
Includes an overview of roles, functions, and foundational skills for serving as a pastor, including historical and contemporary expressions of pastoral leadership in various ministry contexts.

PMIN 405 Evangelism and Missional Leadership 3 credits Spring- Even Years
Strategies and biblical foundations for outreach, evangelism, and missional leadership, including understanding cultural contexts, forming missional communities, and leading outreach events.

PMIN 490 Internship in Ministry 3 credits Spring
Supervised ministry experience in a local church or para-church setting, allowing students to demonstrate practical skills, leadership growth, and professional formation in real-world ministry.

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.

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 201/ 201A General Psychology 3 credits Fall/ PGS
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.

Traditional Courses (Taught Fall and/or Spring, as indicated)		***PGS Courses (Taught in PGS cohort rotations)***	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

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.

PSY 314/ 314A Abnormal Psychology 3 credits Spring/ PGS
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 201, EN 121.

PSY 321 Organizational Behavior and Design 3 credits Spring
See BUS 321.

PSY 330/330A Lifespan Human Development 3 credits Spring/ PGS
Also listed as SW 330. 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 (Trad): EN 121, PSY 201.

PSY 340/340A Emotional First Aid 1 credit Spring
This one-day course will equip students with specific skills for assisting persons immediately following a crisis/tragedy. Students will learn transferable concepts and strategies for providing what is known as "emotional first aid," including knowledge of how to reach out to someone in crisis, what constitutes "second injury," and who become forgotten victims. Pass/No Pass grade. Prerequisite: Sophomore class standing.

PSY 341 Trauma Intervention Program Training Academy 4 credits Fall
Providing immediate emotional and practical support to persons who become victims of crisis and tragic events involving themselves or loved ones (sudden death, auto accident, domestic violence, crime, fire) will be the main focus of this course. Experiential learning will include learning how to respond when activated at the request of first responders on emergency scenes. Students will be trained to care for the victims so that the emergency responders may continue their service. Prerequisite: Sophomore class standing, intention to complete the TIP training program and volunteer for one year, and consent of the instructor.
Students must pass a mandatory background check and have ready access to a reliable car in order to respond to emergency dispatches. If this course is taken as part of the Trauma Intervention minor, the student must also be registered for a 3 credit internship course (PSY 492) concurrently. The student is responsible for paying a $50 fee for the training manual directly to TIP the first night of the training.

PSY 350 Social Psychology 3 credits Fall- Even Years
See SOC 350.

PSY 401 History and Systems of Psychology 3 credits Fall- Odd Years
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 201, EN 121+122.

PSY 402 Personality Theory 3 credits Spring- Odd Years
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 201, EN 121+122.

PSY 416 Educational and Psychological Testing and Assessment 3 credits Fall- Even Years
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 201, EN 121+122. Additional fees required.

PSY 420/420A Learning Theory 3 credits Fall- Odd Years/ PGS
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. 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 (Traditional): PSY 201 or admission to the Education major, EN 121+122.

PSY 430 Counseling 3 credits Fall- Odd Years
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 201, EN 121+122.

PSY 430A Counseling Theory 4 credits PGS
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 441/441A Stress, Crisis, Trauma and Self-Care 3 credits Spring- Odd Years/ PGS
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 (Traditional): Junior class standing, PSY 201, EN 121+122.

PSY 492 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
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 310 Religions of the World 3 credits Spring
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 refection 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 121A+122A.

REL 330 Church History I 3 credits Fall- Even Years
Also listed as HIS 330. This course is a study of the development of Christian thought from the apostolic age up to the Reformation. As such, it explores the tensions and influences historical events, figures, and contexts have contributed to the life and thinking of the Christian Church and the various ways the Church has adapted and responded in the process. Prerequisite: Sophomore class standing.

REL 370 Church History II 3 credits Fall- Even Years
Also listed as HIS 370. 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.

SOCIAL ENTREPRENEURSHIP

SE 301 Entrepreneurial Enterprise 3 credits As Needed
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.

SE 311 Entrepreneurial Leadership within an Urban Context 3 credits Fall
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 101 and Sophomore class standing.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

SE 352 Project Management 3 credits As Needed
This course will 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

SM 311 Clinical Evaluation of Athletic Injuries I: Lower Body 3 credits Fall- Odd Years
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 121+122.

SM 312 Clinical Evaluation of Athletic Injuries I: Upper Body 3 credits Spring- Even Years
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 121+122.

SM 393 Research Methods in Sports Medicine 3 credits Spring- Even Years
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 121+122, KIN 230, Junior class standing.

SM 410 Therapeutic Modalities in Sports Medicine 3 credits Fall- Even Years
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 121+122.

SM 420 Therapeutic Exercise and Rehabilitation 3 credits Spring- Odd Years
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, fitness prescriptions and rehabilitation techniques. Prerequisites: BIO 221, 222, EN 121+122.

SOCIOLOGY

SOC 100A Team Dynamics 3 credits PGS
See BUS 100A.

SOC 204/204A Principles of Sociology 3 credits Fall/ PGS
A systematic study of the social aspects of people, giving special attention to the effects of human interaction, social organization, cultural patterns, and social institutions. This course is designed to help university students clarify their understanding of themselves and the society in which they live.

SOC 310 Religions of the World 3 credits Spring
See REL 310.

SOC 320/320A Human Sexualities 3 credits Spring- Even Years/ PGS
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 (Trad): Sophomore class standing, EN 121, and PSY 201.

SOC 340/ 340A Race and Ethnic Relations 3 credits Spring/ PGS
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 (Trad): Sophomore class standing, SOC 204, and EN 121.

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 204 or PS 140, and EN 121+122.

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 201 or SOC 204, EN 121.

SOC 360/360A Urban Sociology 3 credits Spring- Even Years/ PGS
This course focuses on the socio-historic development of cities and how urbanites "experience" the city 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 204, EN 121.

SPECIAL EDUCATION

SPED 401A 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 410A 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 420A 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 422A Advanced Classroom Management for SPED Educators 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 430A 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 481A Professional Development Seminar 2 credits 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 SPED 495A Student Teaching in the final semester of the student's program.

SPED 495A Student Teaching with Special Education 12 credits PGS
This clinical experience includes full-time student teaching for the entire 15-week semester at the teacher candidate's primary authorization level in a supervised setting. It is taken concurrently with SPED 481A. This course also supports candidates in refining professional expertise in special education 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. Placements and supervision will be coordinated by the Education Department. Each candidate will produce an integrated unit and complete the TCPA. Offered on a Pass/No Pass basis. Students are responsible for fees associated with licensure. Prerequisites: Full admission to the Teacher Education Program and completion of all other Education pre-licensure coursework and Special Education endorsement coursework.

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.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

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 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 300 Organization and Administration of Sports 3 credits Spring- Odd Years
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.

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.

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.

SRM 370 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 380 Sports Ethics 3 credits Fall
Also listed as PHIL 380. 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 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 380.

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.

SRM 470 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.

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.

SS 252A Cultural Studies 3 credits PGS
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 to the course.

SS 300A Leadership & Diversity 3 credits PGS
This course pursues the question: What is required of human services professionals to lead among ethnically, culturally, economically, sexually, and ideologically diverse people in an urban context that is constantly changing? Strong self-awareness, critical thinking, cultural competence, and social justice components are integrated into the course as students actively confront various types of ethical choices and challenges facing today's leaders.

SS 380/ 380A Conflict Resolution 3 credits Fall/ PGS
A course focusing on conflict management theory and practice. Strategies for resolving interpersonal, group and organizational conflicts productively are explored with applications in prevention, effective communication, problem-solving and negotiating. Opportunities for conflict assessment and intervention will also be provided.

SS 391A Research Design and Applied Statistics 3 credits PGS
An overview of the major principles of data gathering, statistical analysis, and evaluation. Students will be shown methods for defining, researching, analyzing, and evaluating problems, as well as the skills necessary to critique journal articles containing research.

SS 393 Research Methods and Applied Statistics 4 credits Fall
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 105 or MA 243 are recommended.

SS 420/ SS 420A Addictions, Mental Health, and Trauma 3 credits Fall/ PGS
Also listed as SW 420. 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 201, SOC 204, EN 121+122.

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 121 (concurrent enrollment allowed)

Traditional Courses (Taught Fall and/or Spring, as indicated)		***PGS Courses (Taught in PGS cohort rotations)***	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

SW 330 Lifespan Human Development 3 credits Spring
See PSY 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 201 or SOC 204 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 201 or SOC 204 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 201 or SOC 204 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 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 5 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 5 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 305 Church History 3 credits Fall- Even Years
A comprehensive survey of the Christian Church from its apostolic beginnings through the medieval period, the Reformation to the present day. This course examines significant theological developments, key figures, councils, and movements that shaped the global Church, providing a foundation for understanding the Church's historical and doctrinal identity. The course explores how historical, cultural, and ecclesiastical shifts influenced doctrine, mission, and church life, equipping students to understand their place within this ongoing story.

TH 310 Christian Ethics 3 credits Fall- Even Years
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 420 Christian Theology I: God, Creation, and Humanity 3 credits Fall- Even Years
In this first part of a two-part course, students begin their journey into the breadth and depth of Christian theology, studying what Christians have believed and practiced. Emphasis is placed on systematic theological themes, figures, texts, and on students connecting their Christian practice with the intellectual traditions of the Church.

TH 425 Christian Theology II: Trinitarian, Practical, and Narrative 3 credits Spring- Odd Years
In this second part of a two-part course, students continue their journey into the breadth and depth of Christian theology, studying what Christians have believed and practiced. Emphasis is placed on Trinitarian, practical, and narrative theological themes, figures, texts, and on students connecting their Christian practice with the intellectual traditions and practices of the Church. Prerequisite: TH 420.

TH 430 Church of God History and Theology 3 credits Spring- Odd Years
This course takes a deeper examination of the Wesleyan theological tradition, emphasizing the doctrines of grace, sanctification, and Christian perfection as taught by John Wesley. This course explores the historical development, key beliefs, and practical implications of holiness theology for personal spiritual formation and ministry within the Church. Examines the historical development, theological distinctives, and missional vision of the Church of God (Anderson, Indiana), a Wesleyan-Holiness movement founded in the late 19th century by Daniel Sidney Warner. Emphasizing biblical authority, sanctification, and the unity of all believers in Christ, the course explores the Church's identity as a reformation movement focused on holiness and Christian unity beyond denominational boundaries.

TH 435 Hermeneutics 3 credits Fall- Odd Years
In this course, students will study the history of Biblical interpretation as it has been practiced within the Bible itself, extrabiblical resources such as the Early Church Writers, and by Christians throughout the first 1500 or so years of the Church. We then turn to examine interpretation in the modern, "critical" period after the Enlightenment, and explore the wide variety of interpretive methods that have blossomed in the 20th and 21st centuries.

URBAN STUDIES

URB 160 FYLC Topics Course 3 credits Fall
The First Year Learning Community (FYLC) topics course explores topics relevant to Portland, immersing students in interdisciplinary, collaborative, hands-on learning as they explore WPU's urban community. The specific FYLC course topics vary from year to year. Regardless of the subject area, the courses 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 separate aspects of university life. Each FYLC topics course intentionally brings social, spiritual, and personal growth into the academic context. Each FYLC student will meet with a peer mentor throughout the semester and beyond.

Traditional Courses (Taught Fall and/or Spring, as indicated)		*PGS Courses (Taught in PGS cohort rotations)*	
90 - 99	*Developmental courses, Traditional program*	*90A - 99A*	*Developmental courses, PGS program*
100 - 299	*Lower-division courses, Traditional program*	*100A - 299A*	*Lower-division courses, PGS program*
300 - 499	*Upper-division courses, Traditional program*	*300A - 499A*	*Upper-division courses, PGS program*
500 - 699	*Graduate level courses, Traditional program*	*500A - 699A*	*Graduate level courses, PGS program*

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The personnel information provided in this catalog is current as of June 15, 2026.

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