

# PROVIDENCE

CHRISTIAN COLLEGE

## Catalog 2008-2009



1056 E. Philadelphia St.  
Ontario, CA 91761  
866.323.0233

[admin@providencecc.net](mailto:admin@providencecc.net)  
[www.providencecc.net](http://www.providencecc.net)

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The mission of Providence Christian College as a Reformed Christian institution is to equip students to be firmly grounded in biblical truth, thoroughly educated in the liberal arts, and fully engaged in their church, their community, and the world for the glory of God and for service to humanity.

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This catalog is a work in progress and should not be viewed as a contract. There may be changes in the catalog information relating to faculty, courses, student life, fees and other items. Please view the online version of this document as it is the most up-to-date. You may also check with the administrative office for updates and supplements as they may affect current or prospective students.

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# COLLEGE CALENDAR 2008-09

## Fall 2008

### August

1	Friday	Pre-registration materials due to Registrar's Office
4-8	Mon-Fri	Summer Education Session: TBD
22	Friday	Residence Halls open at 10:00am for freshmen and transfer students
22-27	Fri-Wed	Freshmen Orientation
25-26	Mon-Tue	Freshmen Retreat
26	Tuesday	Residence Halls open at 10:00am for upperclassmen
27	Wednesday	Upperclassmen Orientation Convocation Student registration
28	Thursday	Evening classes begin- 7:00pm Day classes begin- 9:00am

### September

1	Monday	Labor Day Evening classes meet- 7:00pm
10	Wednesday	Final day to add or withdraw courses w/o a transcript entry

### October

15	Wednesday	Final day for withdrawal with a grade of W (vs. WP or WF), or change from credit to audit
27	Monday	Mid-semester grades posted for freshmen and students on academic notice
26-1	Sun-Sat	Reformation Awareness Week

### November

4-7	Tues-Fri	Pre-registration for spring semester courses. Faculty advisors meet with students; pre-registrations due to registrar by 8:00am on Nov. 10
24	Monday	Wednesday <i>day</i> classes will meet on Monday
25	Tuesday	Thanksgiving recess begins at 9:30pm
26	Wednesday	Residence and Dining Halls close at 12:00pm

### December

1	Monday	Residence and Dining Halls open at 10:00am Classes resume at 7:00pm
8	Monday	Study day; Exams begin Monday at 2:00pm
12	Friday	Examinations end at 4:00pm
13	Saturday	Christmas break begins Residence and Dining Halls close at 12:00pm

## Spring 2009

### January

5	Monday	Residence Halls open at 10:00am Registration; Transfer student orientation Spring semester classes begin at 7:00pm
6	Tuesday	Day classes begin- 9:00am
19	Monday	Martin Luther King Jr. Day-- NO CLASSES
20	Tuesday	Final day to add or withdraw courses w/o a transcript entry
30	Friday	Final day to remove incompletes from previous semester

### February

23	Monday	Final day for withdrawal with a grade of W (vs. WP or WF) or change from credit to audit
25	Wednesday	Mid-term break begins at 6:00pm—No Evening classes Residence and Dining Halls close at 12:00pm

### March

9	Monday	Residence Halls open at 10:00am Travel day- Classes resume at 7:00pm
17	Tuesday	Registration for college sponsored May-term
16	Monday	Mid-semester grades posted for new students and students on academic notice
20	Friday	Final day for withdrawal with a grade of WP or WF
31	Tuesday	Student Development Day-- NO CLASSES; All students must participate

### April

31-3	Tues-Fri	Pre-registration week- Faculty advisors meet with students; Pre-registration forms due to registrar by 8:00am, April 6
10	Friday	Good Friday- NO CLASSES
18	Saturday	CBEST administered; all sophomores required to participate (TBD)
25	Saturday	Choir Concert
27	Monday	Study Day; Examinations begin at 2:00pm

### May

1	Friday	Examinations end at 4:00pm
2	Saturday	Summer break begins Residence and Dining Halls close
4	Monday	May term begins
22	Friday	May-term ends

### June

30	Tuesday	Final day to remove incompletes from spring semester
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# GENERAL INFORMATION

## Mission of the College

The mission of Providence Christian College as a Reformed Christian institution is to equip students to be firmly grounded in biblical truth, thoroughly educated in the liberal arts, and fully engaged in their church, their community, and the world for the glory of God and for service to humanity.

### ***Basis***

Providence Christian College bases all of its activities and teaching on the Holy Scriptures, the infallible, inerrant, Word of God. These Scriptures are God's inspired revelation of Himself, His work, and His plan for all of history and humankind. Because the Bible is His authoritative revelation, all things must be measured according to its standard, and all of life must be lived in obedience to it. Therefore, Providence Christian College willingly submits itself to the Triune God of the Scriptures, and enthusiastically confesses that the Bible gives us the essential principles that direct our educational philosophy and task. Although God grants and expects us to use the freedom to discover, analyze, interpret, teach and apply the knowledge gained from His revelation, we employ this freedom responsibly only when our educational activity is carried out in submission to the Scriptures. The Scriptures alone are the glasses through which we can truly see, understand, interpret, and discover the character of creation, reality, and the very nature and purpose of life.

The Bible reveals to us that, according to His sovereign will, God the "Father through the Word, that is, through His Son, has created out of nothing heaven and earth and all creatures, when it seemed good to Him..."<sup>1</sup> The Bible tells us, "Through Him all things were made; without Him nothing was made that has been made," and "all things were created by Him and for Him."<sup>2</sup> The creation finds its true purpose for existence only in Christ.<sup>3</sup> Therefore, we establish and maintain truly Christ-centered places of education, which clearly and unashamedly promote a Christian world and life view in which students are taught and motivated to bring every thought into captivity and obedience to Christ.

The Scriptures also reveal that God in His sovereignty owns, controls, rules and cares for His creation.<sup>4</sup> As Reformed Christians we gladly submit to and openly confess the providence of God in all that we do, including our educational task. "We believe that this good God, after He had created all things, did not abandon them or give them up to fortune or chance, but that according to His holy will He so rules and governs them that in this world nothing happens without His direction."<sup>5</sup> Therefore, in our study of the creation and of history, we not only explore the sovereign providence of God, but we also engage in this study with dependence on the regularity that God continues to maintain in His creation by His providential care.

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1 Psalm 19:1-4; 33:6; I Corinthians 8:6; Hebrews 11:3; Belgic Confession (BC), Article

2; Westminster Confession (WC), Chapter IV

2 John 1:3; Colossians 1:16

3 Romans 11:36; II Corinthians 10:5

4 Psalm 103:19; 104; Hebrews 1:3; Colossians 1:17

5 BC, Article 13

The triune God reveals Himself by His creation.<sup>6</sup> Therefore, in education, as we discover the order, intricacies, beauty, and true purposes of His creation, we come to see the wisdom, power, and glory of God Himself, for God has spoken of Himself in His “eloquent book.”<sup>7</sup> We believe “that He has given to every creature its being, shape, and form, and to each its specific task and function to serve its Creator.”<sup>8</sup> This speaks of the variety within creation, each part and creature thereof required to fulfill the mandate for which God created it. Our educational endeavors must explore and appreciate both the diversity and unity within God’s creation.

Moreover, God made all human beings in His own image, reflecting God’s knowledge, righteousness, and holiness.<sup>9</sup> God calls mankind to live in covenantal fellowship with and obedience to Himself. He has mandated all people to fulfill the offices of prophet, priest, and king for His glory.<sup>10</sup> Therefore, having been made in God’s image, we also possess the responsibility and privilege, as those who bear these offices, to educate ourselves and our posterity, so that we will reflect God’s knowledge, righteousness, and holiness more faithfully in the fallen world.

Man’s fall into sin resulted in a broken covenantal relationship with God. We do not and cannot fulfill our offices obediently apart from the grace of Jesus Christ. We have become totally depraved in the very core of our being so that, in our sinful nature, we “...exchange the glory of the immortal God for images...” made according to our own evil imaginations.<sup>11</sup> Because of man’s fall into sin, God’s creation is subject to His curse. Therefore, as God’s image bearer, mankind also experiences His curse and its results: death, misery, separation from our Creator, the distortion of the image of God, hatred, pollution of heart and the universe itself.<sup>12</sup> Christian education must recognize that the creation exhibits the consequences of our fall and that mankind’s mind is darkened by sin so that we are prone to deny God. Nevertheless, God continues to reveal Himself in the creation and the consciences of men. Although sin has deeply affected every part of our being, and though the hearts and minds of unbelievers cannot understand the true meaning of life, the world, and God’s purposes, fallen mankind nevertheless retains some knowledge of God, some understanding of His creation, and some awareness of God’s will due to His gracious preservation of creation. Therefore, Christians may utilize the discoveries and thoughts of non-Christians when these discoveries are approached with discernment and interpreted in the light of God’s word.

The Bible reveals to us, however, that His divine plan is to restore what has been broken and shattered by sin. Out of the fallen human race, God has chosen a people for Himself, in order to make them into a kingdom of royal priests.<sup>13</sup> He has sent His Son, Jesus Christ, the Living, incarnate Word, as the only way of redemption for mankind and the restoration of His creation.<sup>14</sup> He died and rose again

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6 Romans 1:18

7 Psalm 19:1-4; BC, Article 2; WC, Chapter IV

8 BC, Article 12

9 Genesis 1:27; BC, Article 14; WC, Chapter IV

10 Heidelberg Catechism (HC), Lord’s Day 12

11 Romans 1:21-23, 3:10-18

12 Romans 8:18-22; Genesis 3:17-19

13 Ephesians 1:3-14

14 John 1:1, 14

bodily from the grave to bring His elect people by the work of the Holy Spirit into the new covenant, the covenant of grace, to restore His creation, and to reign eternally as Lord of His church and of all that He has made.<sup>15</sup> Because Christ has all authority on earth and in heaven He calls His people to express and promote His saving rule everywhere in all areas of life and the creation,<sup>16</sup> including education. Therefore, though we can only make an imperfect beginning, we seek joyfully to fulfill this servant task, by the grace of Jesus Christ, as His redeemed people while realizing that we live in a world full of unbelief and rebellion against the Creator and His commands.

Based on this foundational thinking, we seek to maintain Providence Christian College as an institution dedicated to the task of Christian higher education.

## ***Mandate***

At the beginning of history God gave His mandate to mankind to explore, develop, use and care for His creation.<sup>17</sup> In one sense this is the broadest, overarching responsibility that God has given to us as the stewards of His creation. We must live all of life for the King who owns and rules all things, including business, family, government, the arts, the media, the various sciences, our property, and all human endeavors. As his image bearers, we must fulfill our offices of prophet, priest and king in obedience to the Scriptures. As prophets we are to bring God's Word to bear upon all of life. As priests we are to offer all that we do as a sacrifice of praise to God. As kings we are to care for and rule His creation so that it brings glory and honor to Him. Because we have been redeemed and restored to office by Christ, we must take seriously this Cultural Mandate when we engage in our educational activity.

In the area of education we must examine, understand, and apply our insights into His creation for the glory of God and for the service of mankind. This demands of us a high degree of excellence, for we must do our very best for the Master. In addition, our insights into and understanding of God's creation must be transmitted from generation to generation so that they might be of profit for our posterity.

Moreover, education is operative in all human relationships and endeavors, whether it be the home, the church, or the marketplace. Our Lord has commanded parents to instruct their children in the knowledge of God and His law.<sup>18</sup> Christ has instructed the church to teach His disciples all that He commanded us.<sup>19</sup> Education is an on-going process in the workplace as well.

Even though education occurs in all of the arenas of life, it is the school primarily where education takes place in a specifically structured manner. In the past, children were educated almost exclusively in the context of the home. We cannot underestimate the value of such education. Originally God gave this task to the parents. They still must insure a God-honoring and Christ-centered education for their children.<sup>20</sup> Education, however, has become increasingly complex and advanced so that many parents are unable to give adequate instruction at home, particularly education on the higher levels. Therefore, this necessitates the establishment and maintenance of Christ-centered schools. Because of the Cultural Mandate given to all mankind, the community of God's people at large also has been given the task to educate and promote learning. Our responsibility as parents and our responsibility as a

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15 Ephesians 1:22-23

16 Matthew 28:18-20

17 Genesis 1:27-30

18 Proverbs 1:8, 22:6; Ephesians 6:4

19 Matthew 28:20

20 Deuteronomy 6:6-7; Proverbs 9:10



Christian community with respect to education must stand together. Education is not an entity unto itself, as if schools have no accountability to the Christian community or to the parents in particular. Schools are responsible both to parents and the wider body of believers.

On the elementary, middle and high school levels our children learn the fundamentals. These early years prepare them for the college level where learning is more theoretical and specialized. The student who continues in formal education advances to the graduate level where learning often involves research and further professional training.

This college is an institution of Christian learning dedicated to exploring, understanding and imparting to its students insights into God's created order so that they will come to know and appreciate the richness of the glory of God.

## ***Organization***

Since God has given the work of education to the Christian community of believers, qualified and responsible people must be trained, called and placed in positions of leadership so that the educational task of Providence Christian College can be met. In fulfilling their various tasks, these people must do so as servants of God with a clear sense of calling to their office using the gifts they have been given.<sup>21</sup> These are not self-serving offices. It is God whom we serve.<sup>22</sup> There must be a sense of mutual respect, encouragement, responsibility, and accountability among those called to serve in these capacities.<sup>23</sup>

This means that the board of directors of Providence Christian College must serve God in setting and maintaining the Biblical direction for the college. As those transformed by the grace of Christ, deeply committed to the Reformed Confessions, the members of the board must demonstrate the Biblical vision for the college set forth in this document. The board must implement goals and decisions that set and maintain the broad direction of Providence Christian College in all aspects of its operations.

The faculty exercises its office when each member, conscious of his or her calling from God, discovers, searches out, and brings to light true wisdom, and transmits these insights into God's creation to the students and fellow faculty members. This requires that all members of the faculty be competent to teach with excellence in their field of learning. It means that faculty members must be Christians who are Biblically Reformed in their thinking, teaching and perspective, deeply committed to the Reformed Confessions and the purpose of Providence Christian College as set forth in this document. Faculty members must have a servant attitude, and work with mutual respect, love, and cooperation with the other faculty members in order to promote the goals and vision of Providence Christian College.<sup>24</sup>

The students must also fulfill their office by acquiring, interacting with, and sharing the information and wisdom they are taught. To be faithful in their calling, along with all the others of the college community, they must submit themselves to God's Word, our ultimate standard. By the very nature of their activity as students they should view their task as serving the Lord of life, not simply preparing themselves to serve God and society eventually, but doing so now by their learning about, their searching for, and their sharing of wisdom.

The administration, staff, and president of Providence Christian College have also been endowed with a calling and office. Their task is to organize, develop, administer, and facilitate the

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21 I Corinthians 12  
22 Colossians 3:23-24  
23 I Peter 3:8-12  
24 Philippians 2:1-11

academic, financial, and public relations duties, along with the general operations of the college. In particular, the president is to direct the overall supervision and support of Providence Christian College so that it will function as effectively and efficiently as possible. While the faculty, students, administration, and staff are all ultimately accountable to the board of directors, they are first of all directly accountable to the president, and the president, in turn, is directly accountable to the board.

As each one fulfills his calling faithfully before God, in love for Him, and genuine love for, respect for, and humility towards the other members of the college community, His glory and name will be magnified, the college will function effectively, and the purposes of Providence Christian College will be advanced.

## ***Content***

At Providence Christian College we openly confess and seek to implement the biblical, Reformed teaching that all of life must be lived under the righteous rule of Christ. Therefore, the instruction, methods, communal, and personal attitudes and lifestyles of all those involved in the educational task of Providence Christian College must clearly express this biblical teaching. In its lifestyle, the college community is called upon to be obedient to God's Word, to clearly demonstrate a repentant and redeemed heart and life, to respect one another as Christians, and to faithfully care for God's creation as His stewards. In its doctrine, the college community must seek to understand, to appreciate the implications of, and to live in accordance with the Scripture as it is interpreted by the Reformed Confessions. In its educational task, the college community is called upon to focus specifically and intentionally upon the cultural dimensions of the biblical, Reformed faith.

Providence Christian College was established for the express purpose of inculcating into the minds, lives, and hearts of the college community a Reformed world and life view of reality. Therefore, the curriculum does not consist in a random collection of courses, but rather a wide range of studies that seeks to reflect the interrelatedness, the unity and diversity, of the various aspects of God's creation. This broad spectrum of courses is designed to equip students to better understand, engage and transform our culture for Jesus Christ. It will enable them to prepare with excellence to carry out their God-given tasks and responsibilities in our contemporary society on a day-to-day basis so that a profound difference will ultimately be made in our world. By God's grace their education will equip the students to carefully discern the religious direction of our society, and consequently to promote the claims of Christ over all of life.

The instruction at Providence Christian College, its Core Liberal Arts Curriculum, and all other courses, will be meaningful and clearly presented from the Reformed Christian perspective set forth in this document.

# History of the College

In November of 2001 a small group of Christians met in Chino, California to consider establishing a Reformed, Christian college on the West Coast. Those present were motivated by a deep appreciation for higher education from a specifically Reformed and Christian perspective. Some had been educated in such Christian colleges. Others had enrolled their children in Reformed colleges. All of those present were convinced of the need to express the reign of Christ in higher education. This group, composed of believers from various Reformed churches, was convinced that establishing and maintaining a college committed to biblical principles would greatly benefit the diverse community and the Reformed congregations in the Pacific region.

On several occasions from the 1960s onward the establishing of such a college was discussed but, for various reasons, never realized. The need, however, for a Reformed, Christian college on the West Coast never diminished. Parents and young people are often hesitant to travel great distances to the nearest Reformed college. Moreover, the West Coast has a significant number of students who would profit from a specifically Reformed perspective in their college education. The original group was motivated to establish Providence Christian College because of its desire to meet these needs.

This body unanimously agreed to establish a quality, four-year liberal arts program that would reflect the lordship of Jesus Christ from a visibly Reformed, biblical perspective in all aspects of its life and learning. All programs would then be taught in accordance with the Bible, God's infallible and inerrant Word, as it is interpreted by the Reformed Standards: The Belgic Confession, The Heidelberg Catechism, The Canons of Dort, The Westminster Confession of Faith, and The Westminster Larger and Shorter Catechisms. In addition, the group agreed that the college should be governed by a self-perpetuating board of directors whose members would be drawn from various Reformed and Presbyterian churches; those who embrace the Word of God, the Reformed Standards, and the Purpose Statement of Providence Christian College.

The college was incorporated in the state of California on November 12, 2002, and the first Providence Christian College Board of Directors meeting was held on January 18, 2003. The following January, Providence took full possession of a campus in Ontario, California, and began renovating its five main buildings into classrooms, dorms, a library, a dining hall, and administrative offices; the college was granted permission to operate as a degree-granting institution in the state of California on December 9, 2004 by the Bureau for Private Post-Secondary and Vocational Education (BPPVE) with approval to offer 13 bachelor's degree programs.

In the midst of this bustle, Providence inaugurated its first college president, Mr. Jim Den Ouden in June of 2004, and in September 2005 the college was privileged to welcome its first class of 22 students.

Immediately following approval by the BPPVE, Providence Christian College began the process of seeking accreditation with the regional accrediting body, Western Association of Schools and Colleges (WASC). The college was granted eligibility status in December 2005, and is now actively pursuing the next phase of accreditation—candidacy.

## Approval to Operate as a Degree Granting Institution

Providence Christian College was granted approval by the Bureau for Private Postsecondary and Vocational Education (BPPVE) on December 9, 2004 to operate as a California postsecondary degree-granting institution.

## Accreditation

Providence Christian College has been granted eligibility status by the Senior College Commission of the Western Association of Schools and Colleges. WASC has reviewed the application and determined that Providence is eligible to proceed with an application for Candidacy for Accreditation. A determination of Eligibility is not a formal status with the Accrediting Commission, nor does it assure eventual accreditation; it is a preliminary finding that the institution is potentially accreditable and can proceed within three years of its Eligibility determination to be reviewed for Candidacy status with the Accrediting Commission. Questions about Eligibility may be directed to Providence at 866-323-0233 or to WASC at wascsr@wascsenior.org or 510-748-9001.

During this pre-accreditation time period, graduates of Providence who desire to apply to graduate schools will receive assistance in that process from the college in the following ways:

1. Articulation agreements have been established by Providence with a number of accredited national and California colleges and universities. These agreements will serve as credibility references for the quality of the programs and coursework offered by Providence.
2. Providence will pay the fees for students to take the exams needed for admission to graduate programs such as the GRE, the MCAT and the LSAT. The college also will provide students with tutorial assistance to prepare for the exam.
3. Faculty advisors will guide Providence students in creating portfolios that exhibit their academic work over their four-year college experience.

## The Providence Christian College Campus

The Providence Christian College campus is located in Ontario, California, 40 miles directly east of Los Angeles. The campus location provides ready access to the Rte. 60 freeway (1/2 mile), the Interstate 10 freeway (four miles), and the Interstate 15 freeway (five miles). The Ontario International Airport is located four miles from campus providing easy access to air travel. Providence's location also provides access to a wide variety of environmental and cultural diversity. Pacific Ocean beaches are roughly 45 miles from campus. The mountain ranges are less than 20 miles from campus and boast of peaks over 10,000 feet above sea level. They also hold the beautiful Angeles and San Bernardino National Forests. The Los Angeles metropolitan area provides ample opportunities to interact with a wide variety of ethnicities and cultures. A plethora of museums, libraries, and historical sites are located within 50 miles of the campus. There are also great opportunities for interaction with the entertainment culture of Southern California through amusement parks, professional sports teams, and Hollywood. Providence Christian College looks to implement an educational experience which takes advantage of these convenient, varied opportunities, especially through 4-W Experiences (more information about 4-W's is found on pages 43-44 of the catalog).

Providence operates on a 5.5 acre campus with five buildings and campus wide wireless internet access. All enrolled students are required to provide a laptop computer which allows them to take advantage of this technology during their education at Providence. The campus also boasts a sand volleyball court, a basketball court, along with an open area for recreational purposes.

**THE CLASSROOM/LIBRARY BUILDING** contains two main classrooms with a capacity of 25 students each. These rooms are equipped with the latest technology including LCD projectors, DVD/VCR players, laptop computer ports, and wireless internet access for students. The library contains 10,000 book volumes and PCC also subscribes to a wide variety of periodicals. All books are

electronically cataloged for easy search access via a computer. Students also have access to Inter-Library loan services.

**THE EAST HALL/PROVIDENCE CAFÉ BUILDING** provides living and lounge space for the male students and also one male Resident Assistant. It also contains laundry facilities, which students may use free of charge. The Providence Café boasts a full commercial kitchen and a capacity to seat 60 people with overflow capacity in an outdoor gazebo.

**THE CHAPEL BUILDING** is a multipurpose building housing a chapel, a south wing, and a north wing. The south wing houses female students and one female Resident Assistant. This wing also contains a community style bathroom along with free laundry facilities. The central chapel area is used for bi-weekly chapels and other campus events. It is also equipped with an LCD projector. The north wing of the chapel building consists of faculty offices and another classroom. This classroom is equipped with a technology cart containing a LCD projector, DVD/VCR player, as well as laptop accessibility. The Chapel building also houses the Academic Support Center where peer to peer or professorial tutoring takes place, as well as an exercise room and the Registrar's office.

**HESED HALL** is a women's dormitory containing oversized dorm rooms, laundry facilities which can be used by students for free, and community style bathrooms. A large community lounge houses a variety of recreation equipment where students may enjoy time together. This building also houses a full one bedroom apartment where the Resident Director resides.

**THE ADMINISTRATION BUILDING** houses the Providence Christian College administrative offices of the President, Operations, Admissions, Financial Aid, Development, and Student Life.

## **Federal/State Law Compliance\***

### **Americans with Disabilities Act**

Providence Christian College complies with the requirements of the Americans with Disability Act (ADA 1990) specifically in the areas of housing, education, and employment. If specific accommodations are needed, the student needs to speak with the Dean of Student Life before the end of orientation.

### **FERPA**

The Family Educational Rights and Privacy Act of 1974 (FERPA) was designed to transfer parental "rights" to their "adult" children when they enroll in college and, therein, protect the privacy of education records and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Questions about FERPA should be referred to the Office of Registrar. The College intends to uphold both the letter and spirit of FERPA, while at the same time upholding Biblical relationships and responsibilities of the family.

As general practice, the College does not inform parents and other students of disciplinary action taken toward students. However, the College encourages students to communicate openly and honestly with their parents about disciplinary matters. Even though students are legally and morally responsible for their conduct, the College also recognizes the concern of parents for the welfare of their children. Thus, the College reserves the right to notify parents under the following conditions:

- 1• Medical treatment or psychiatric examination required to meet emergencies or to maintain one's status as a student.
- 2• Misconduct that is of such a nature that the student is in danger of suspension or expulsion.
- 3• Extended absence or withdrawal from the College.

Providence designates the following categories of student information as public or “directory information.” The College reserves the right to disclose such information at its discretion, unless requested not to in writing by the student. Requests are to be filed with the Registrar’s Office prior to September 15 each year, or February 1 for students entering the College in the spring semester.

- 1• Name, address, telephone number, e-mail address, dates of attendance, class, and photograph.
- 2• Previous institution(s) attended, major field of study, awards, scholarships, honors, and degrees conferred (including dates).
- 3• Past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), date and place of birth.
- 4• Home and local/student church membership, including church denomination.

### **Nondiscriminatory Policy**

Providence Christian College does not unlawfully discriminate against anyone based on race, color, national origin, ethnicity, gender, age, military service status, physical or mental disability, and/or medical condition.

\*More information relating to college policies and law compliance can be found in the student handbook online or by requesting a copy from the Dean of Student Life.

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# ADMISSION TO THE COLLEGE

## Campus Visits

Students interested in attending Providence Christian College are welcome to visit the campus at any time. Students are especially encouraged to sign up to visit the campus during one of the “Providence Visit Days” which take place in the fall and spring. These visits provide students with information about academic and student life at Providence, the opportunity to visit classes when possible, eat meals in the Providence Café, and stay overnight in the residence halls. Schedules and additional information about campus visits are available on the Providence website [www.providencecc.net](http://www.providencecc.net) or by telephoning the office of admissions and records (866-323-0233).

## Application Procedure

Providence Christian College encourages any member of God’s covenant community who desires a Christ-centered college education to apply. Applicants must make a credible profession of faith in Jesus Christ as Lord and Savior. A credible profession, for example, would agree with the affirmations made in the Apostles’ Creed or one of the other historic ecumenical Christian creeds.

Applicants whose high school program does not meet the standards for regular admission to Providence may be admitted on a provisional basis in accord with the college’s admissions policy. Providence Christian College reserves the right to deny admission to any student that the admissions review committee believes would be detrimental to the resources of the college and/or its overall community.

Providence Christian College does not unlawfully discriminate against anyone based on race, color, national origin, ethnicity, gender, age, military service status, physical or mental disability, and/or medical condition.

High school students should apply for admission during the first semester of their senior year. Applications will be considered according to the following calendar:

- **December 31**      **Priority application deadline for fall enrollment (application fee waived)**
- **February 1**      **Scholarship applications due**
- **February 15**     **Scholarships awarded**
- **March 1**         **Institutional Aid Application and FAFSA priority deadline**
- **April 1**          **Financial Aid packages awarded**
- **May 1**            **Acceptance of financial aid package due ( or 15 days after letter of financial aid package sent if after May 1)**
- **May 1**            **\$200.00 enrollment deposit due for the fall semester (or 15 days after letter of acceptance if after May 1) (the enrollment deposit is non-refundable after this date)**
- **July 1**            **Registration materials and housing arrangements sent out**
- **August 15**       **Final application deadline for fall enrollment**
- **October 1**       **Application due for spring enrollment**
- **December 15**   **Final application deadline for spring enrollment**

Applicants will be notified concerning admission as soon as possible after the office of admissions and records receives the following:

1. A signed and completed Providence Christian College application for admission form (available at [www.providencecc.net](http://www.providencecc.net))
2. A \$25 application fee (\$25 fee is waived for applications postmarked before December 31<sup>st</sup>)
3. An official, independently signed high school or home schooling association transcript (or an academic portfolio and verification that a high school home schooling program has been completed), or results from the General Educational Development Examination (GED) or the California High School Proficiency Exam (CHSPE)
4. Official transcripts from any and all college(s) attended
5. A copy of the ACT or SAT Reasoning Test results
6. A copy of exam scores from any AP, IB, or CLEP courses sent by the College Testing Service
7. A written, credible profession of faith in Jesus Christ as Savior and Lord. Parameters for this profession are explained in the application form.
8. A completed reference form from one's home church, from the pastor, youth pastor, or an elder

All documents and supporting data required for admission become the property of Providence Christian College and will not be returned to the applicant.

## **ACT/SAT Information**

Prospective first-year students are advised to take the American College Test (ACT) or Scholastic Aptitude Test (SAT Reasoning Test) during the spring semester of their junior year or in the fall of their senior year. Registration for these tests takes place at least one month prior to the testing dates.

Both tests are given several times each year, and registration forms are generally available from high school principals and counselors. ACT registration forms can also be requested from the American College Testing Program, Box 168, Iowa City, IA 52240 or online at [www.act.org](http://www.act.org). SAT Reasoning Test registration forms can be requested from the College Entrance Examination Board, Box 1025, Berkeley, CA 94701, or at Box 592, Princeton, NJ 08540 for students living in states east of the Rocky Mountains or online at [www.collegeboard.com](http://www.collegeboard.com).

## **Admission into the College**

Permission to matriculate as students at Providence Christian College is granted to applicants who provide evidence of those qualities of mind and purpose that are required for a liberal arts college education, and whose personal qualifications provide assurance that they will be responsible and contributing members of a college community committed to the lordship of Jesus Christ. Qualities of mind are demonstrated by the breadth and quality of high school preparation. Among considerations that help determine purpose and dedication are the application essay and/or an interview.

**Regular admission** will be granted to an applicant with (a) a high school diploma, or (b) a home schooling association final transcript (or an academic portfolio and verification that a high school home schooling program has been completed), representing a minimum of 16 units of coursework (each unit representing one year of satisfactory work in a subject) and reflecting the following standards:



1. English (college preparatory with grades of C+ or above in each year or unit) 3 units
2. Mathematics (Algebra I & II and Geometry with grades of C+ or above in each course) 3 units
3. History/Social Sciences 3 units
4. Science (Biology, Chemistry, or Physics) (One must be a lab science) 2 units
5. Foreign Language (with a grade of C or above in the final year) 2 units

### Minimum Test Scores Needed for Regular Admission

ACT	ACT	ACT		SAT I	SAT I	SAT I
English	Math	Composite*	<i>or</i>	Critical Rdg.	Math	Composite*
18	18	19		460	460	920

\*Providence Christian College does not yet recognize the scores for the written portions of these tests because of the lack of statistical data to create solid benchmarks. The highest ACT score is a 36. The highest SAT Reasoning Test score recognized is a 1600.

Applicants with grades or test scores lower than those described above or with fewer college preparatory courses in their high school program than required are reviewed individually by the admissions review committee. Some of these applicants may be given regular admission with the requirement that they take prescribed courses to prepare them for college level work. Upon the successful completion of these requirements, they will be granted full regular admission. Those who do not meet Providence’s admissions standards may be given provisional admission.

**Provisional admission** may be given to (a) high school or home school graduates who do not meet the coursework or test score standards listed above, or (b) students who have not graduated from high school, but have successfully completed the GED, or (c) students whose behavioral record and life experiences, as determined by the admissions review committee and/or the dean of student life, warrant a “trial” period.

Students who are admitted provisionally will receive special advising. If warranted, they will also be required to take courses designed to review pre-college work or to fulfill unmet admissions requirements. The admissions review committee may recommend that provisional students be limited in the number of semester hours for which they can register in their first semester.

Provisional status applies only to the first semester of study at Providence. A student’s institutional grade point average and overall college performance will determine enrollment status for subsequent semesters.

**Preliminary status** will be given to applicants considered by the college for admission, but who have not yet completed the application process. These applicants will be given provisional or regular admission upon completion of the Providence admissions requirements. This status does not guarantee admission to the college, but it indicates continued communication with the applicant.

## Admission of Transfer Students

During Providence’s first years of operation, the registrar will work on a case-by-case basis with applicants seeking to transfer from other colleges or universities, to determine how progress toward meeting the applicant’s academic goals can best be achieved.

Transfer students must follow the same application procedures as first-year students. Official transcripts from all previous colleges attended must be received prior to consideration for admission. ACT or SAT I test results are also required for transfer applicants with fewer than two years of college. The required minimum cumulative grade point average is 2.0 for students transferring from a four-year institution and 2.5 for students transferring from a two-year institution. The Admissions Committee reviews applicants with averages below the standard, or with lower scores, or with fewer college preparatory courses in their high school programs. Some of these applicants may be admitted under special conditions.

Students may transfer up to 64 credits (4 semesters) from their community college. Students who receive an AA degree from an accredited community college may be granted junior standing upon presentation of a certified transcript and upon the registrar's evaluation of courses that will properly transfer. Departments may also evaluate courses to be transferred. Students may need to complete core requirements not met by transfer courses. Those students who wish to appeal the registrar's decision relating to transfer credits may petition the Academic Appeals Committee.

Transfer credit will normally be awarded for work done in accredited institutions. Those transferring from unaccredited institutions should contact the Providence Registrar's office. Coursework must be academic and similar in nature to courses offered at Providence Christian College. A minimum grade of "C" (2.00) is required in each course to receive credit. Ordinarily, no more than 64 (4 semesters) hours of credit will be granted for work completed at a community college. All students must complete their last year in residence and at least nine upper-division hours in their major to graduate from Providence. Ordinarily the last 62 units must be taken at Providence with the exception of those students who have transferred into the pre-nursing program.

## **Admission of International Students**

International students seeking admission to Providence Christian College should begin the process at least twelve months in advance of their target start date. For example, if an international student intends to enroll in the Fall Semester of 2008, the student should begin the process by contacting Providence by fall 2007. International students will be considered for admission after the office of admissions and records receives the following:

1. A signed, and completed, Providence Christian College Application for Admission form
2. A non-refundable US\$25 application fee
3. Completed essays (statement of faith essay)
4. An official high school transcript and/or national exam test results. (If not in English, evaluated and translated by a member of NACES)
5. Official transcripts from any and all college(s) attended. (If not in English, evaluated and translated by a member of NACES)
6. Educational History
7. Proof of English language proficiency
8. A copy of the ACT or SAT Reasoning Test results
9. Academic Reference
10. Pastoral Reference - Completed by either pastor, youth pastor, or an elder
11. Financial Resources Statement & Sponsorship— official documentation also required
12. Letter requesting financial aid (if needed)
13. Christian Leadership Reference (if applying for Christian Leadership Scholarship)

At this time, Providence does not offer English courses for non-native speakers. Therefore it is imperative that international students demonstrate English language proficiency. Students may take either the IELTS or TOEFL test. A telephone interview may also be required.

In order to study in the United States, most non-U.S. citizens will need an F-1 (non-immigrant) student visa. The process for obtaining the student visa begins after the student has been admitted by Providence. In addition to other visa requirements, international students must show evidence of sufficient funds for tuition and living expenses during the period of intended study as well as evidence of strong ties abroad. Besides tuition and cost of living, Providence also requires a security deposit. Contact the International Student Advisor at Providence for more details and for more information on additional requirements.

## Enrollment Deposit

An enrollment deposit of \$200 is required of all incoming students. This deposit serves as a confirmation of the student's plans to enroll and is applied toward the housing deposit (for students living on campus) and tuition charges. Deposits are due May 1 for the fall semester, on November 1 for the spring semester and within fifteen days of acceptance of the financial aid package for those who have been accepted after the deposit deadline. The enrollment deposit is non-refundable after the due date.

## Advanced College Credit

To accelerate opportunities for taking higher-level courses, students can earn advanced college credit in any one of three ways:

1. **Advanced Placement.** At the time of admission, first-year students may submit scores from an Advanced Placement (AP) Examination conducted by the College Board. The minimum acceptable score is from 3 to 5, depending on the test.
2. **College Level Examination Program (CLEP).** Credit is granted to students who receive a satisfactory score on the CLEP subject examinations of the College Board.
3. **International Baccalaureate (IB).** IB credit will be given to students who receive a grade of 5 or higher on higher-level classes. No credit will be given for subsidiary-level classes.

Detailed information on any of these options for advanced college credit is available in the office of registrar. The college reserves the right to require the audit of a course for which advanced credit is given if the unique nature of the course as taught by Providence Christian College warrants. A maximum of 30 semester hours of credit may be obtained through the transfer of non-classroom-based instruction i.e., AP, CLEP, or IB courses completed prior to receiving a high school diploma with acceptable scores as listed above.

Presently, the subject exams that are accepted for Advanced Placement courses are Biology, Calculus AB, Calculus BC, English Language, European History, Macroeconomics, Physics B, Physics C, Spanish Language, Spanish Literature, United States History, and World History.

It is the student's responsibility to have official scores sent to Providence. These scores should be sent prior to enrollment at Providence or as soon as the scores are available.

## **Unclassified Students**

Any person interested in taking courses for credit at Providence Christian College on a non-degree basis may qualify to do so as an unclassified student by completing the appropriate application form.

High school students may enroll as unclassified students provided they have 1) a cumulative high school GPA of 3.0 or above on a 4.0 scale, and 2) approval of their high school principal and parents. Normally the high school will have a concurrent enrollment agreement with Providence. Students may earn college credit or dual enrollment credits as an unclassified student.

A maximum of six credits or two courses per semester may be taken as an unclassified student. Credits may be transferable to other colleges and universities, in particular those with which Providence has articulation agreements.

A student cannot receive a degree from Providence Christian College as an unclassified student. If at a later date an unclassified student decides to work toward a degree at Providence, the student may apply for regular admission. Up to 16 credits earned as an unclassified student may be applied toward a degree.

Financial aid is not available for unclassified students.

## **Concurrent Enrollment Policy**

The main purpose of accepting concurrent enrollment credit is to allow students to accelerate their college program rather than to seek exemptions from courses. To receive concurrent enrollment credit a student must have taken the course at Providence or the course must be documented on a valid college transcript from a regionally accredited college. For a course to count toward dual enrollment, a student must have a B- (2.7) or higher in the course. Other guidelines related to transfer courses apply.

# 2008-09 FINANCIAL INFORMATION

## Tuition, Room, and Board

	<u>Per Semester</u>	<u>Per Year</u>
Full-time tuition <sup>1</sup>	\$9,203	\$18,406
Part-time tuition (per credit hour)	\$767	
Overload fee <sup>2</sup> (more than 18 credit hours)	\$385 (per credit hour)	
Auditing fee (per course for non-matriculated students)	\$100	
May term (fees will be assessed per May term experience)		
Room	\$2,035	\$4,070
Board <sup>3</sup>		
20-meal plan	\$1,332.00	\$2,664
15-meal plan	\$1,181.50	\$2,363
Pre-paid meal cards are available for commuter students from the business office.		
10-meal plan	\$50.00	
15-meal plan	\$75.00	
25-meal plan	\$125.00	
Per meal prices:		
Breakfast	\$4.00	
Lunch	\$5.00	
Dinner	\$6.00	

<sup>1</sup>All semester tuition monies are due and payable upon the date of registration.

<sup>2</sup>Currently the overload fee is waived for Chorale (MUS 131-138).

<sup>3</sup>All freshmen resident students are required to purchase a 20-meal plan. Sophomore, Junior, and Senior resident students can choose between a 20-meal plan and a 15-meal plan. Commuter students may purchase a pre-paid meal card.

## Fees

Application (non-refundable)	\$25
Student Activity Fee <sup>1</sup>	\$150
Freshman Orientation Fee <sup>2</sup>	\$150
Transcripts <sup>3</sup>	\$5.00
Medical Insurance <sup>4</sup>	To be determined
Returned checks <sup>5</sup>	\$20 per check
Individual Music Instruction (per hour)	\$500
Livetext Fee <sup>6</sup>	\$89.00
Graduation Fee	

<sup>1</sup>The Student Activity Fee is applied each semester toward the expenses of student senate activities, clubs, and co-curricular activities, including athletic leagues and intramurals.

<sup>2</sup>The Freshman Orientation Fee is a one-time fee to help cover the costs of the student orientation and retreat (SOAR).

\* Freshman transfer students who come in after 1<sup>st</sup> semester will be charged a prorated fee of **\$50**.

<sup>3</sup>The first transcript issued is free. Each additional transcript issued in a calendar year will be assessed this charge.

<sup>4</sup>Students who do not provide proof of medical insurance coverage will be required to purchase coverage through an independent provider. Please contact Providence Christian College for assistance.

<sup>5</sup>Providence accepts personal checks for the convenience of students and parents. Any check negotiated with the college that is not honored by the individual's bank will be subject to the penalty charge. The student is held responsible for payment of the unredeemed check.

<sup>6</sup>LiveText is a web-based e-portfolio and assessment tool used by the college. Students are required to have and utilize a LiveText account to complete coursework, build an electronic student portfolio and do course evaluations.

Course Fees: <sup>7</sup>	
Biology (per lab)	\$50
Chemistry (per lab)	\$50
Health and Physical Education	To be determined for each course
Music	To be determined for each course

<sup>7</sup>Other course fees may be assessed at the discretion of the administration.

## Deposits

New student enrollment deposit <sup>1</sup>	\$200
Returning student enrollment deposit (Due May 1)	\$100
Security Deposit <sup>2</sup>	\$100
Upperclassman Housing Deposit <sup>3</sup>	\$100

<sup>1</sup> The enrollment deposit serves as a confirmation of a student's plan to enroll and is applied toward charges on the student account for the upcoming semester. Deposits are due by May 1 for the fall semester, November 1 for the spring semester, and within ten days of acceptance for students who have been accepted after the deposit deadline. The enrollment deposit is only refundable before the due date, and a request for refund must be made in writing to the business office prior to the due date.

<sup>2</sup> All students registering at Providence must pay a \$100 security deposit at registration that is to be maintained for the duration of the student's attendance at Providence. This deposit will be refunded when the student terminates attendance at Providence, providing that fines (e.g., parking, library, room damage) have been paid and no outstanding bills (e.g., tuition, telephone) are due the college.

<sup>3</sup> All current students who wish to reserve on-campus housing for the following year must submit a \$100 housing deposit by April 1. This deposit will be refunded to the student upon fall attendance.

## Financial Aid

A high percentage of Providence students will receive financial aid to help them pay for the cost of their education. Because state and federal funding will not be available during the first few years, Providence is committed to providing scholarships and grants for students through private funding. These monies will be made available to students through merit-based scholarships, need-based grants, and other institutional grants. All students who wish to be considered for financial aid are required to fill out the Institutional Aid Application (IAA) and the Free Application for Federal Student Aid (FAFSA) to help the college assess student need. In addition to the IAA and the FAFSA, students who are pursuing scholarships must fill out the scholarship application. If interested, applicants are encouraged to contact the office of admissions and records for the Institutional Aid Application and the scholarship application.

## Scholarships

### ACADEMIC MERIT SCHOLARSHIPS

Multiple scholarships are given for proven academic performance in high school. The distribution of these scholarships is based on GPA, SAT or ACT test scores, writing ability, and letters of reference. These scholarships may cover as much as 75 percent of tuition, and they are renewable upon students maintaining acceptable institutional grade point averages while at Providence.

### **CHRISTIAN LEADERSHIP SCHOLARSHIPS**

Christian Leadership Scholarships will be given to students who have shown leadership and Christian character. Awards up to \$4,000 will be granted based on demonstrated Christian leadership, writing ability, and letters of reference. Christian Leadership Scholarships may be renewed yearly based on the student's continued positive leadership and re-application.

### **FACULTY SENATE SCHOLARSHIP**

Faculty Senate Scholarships will be awarded to juniors and seniors based upon college academic performance at Providence as well as leadership and service in the community. An applicant's marked academic improvement while at Providence will also be taken into consideration. To apply, students must submit a scholarship application documenting four reasons why they believe they should be considered for the award. These applications will be reviewed by the Faculty Senate. The senate members may also nominate any student they deem appropriate who has not applied to be considered. They will also determine the number and size of the awards offered in each division. After the initial awarding, junior students may renew the scholarship for an additional year contingent upon faculty approval which will take into consideration the maintenance of a 3.0 cumulative GPA and demonstrated leadership and service.

### **MULTI-CULTURAL SCHOLARSHIP**

Providence Christian College values diversity and desires to celebrate such cultural diversity, especially in our college community. In an effort to develop diversity in its community, Providence offers Multi-Cultural Scholarships to first-year students. These scholarship awards range from \$1,000 to \$4,000 and are renewable assuming the student reapplies each year.

To apply, a student must complete the Multi-Cultural Scholarship application and essay, must have maintained a 2.5 GPA prior to coming to Providence, and must be from an underrepresented ethnic group OR an international student. During the reapplication process, students will be evaluated regarding their involvement in campus activities and clubs, specifically in the development of cultural sensitivity in the campus community

## **Grants**

### **COLLEGE AID GRANT**

This grant is available to students who demonstrate a financial need based on the FAFSA and IAA forms. The amounts of this grant vary greatly as financial need among families also varies greatly. This grant is renewable for all four years based on a yearly resubmission of the FAFSA and IAA forms.

### **REFORMED CHURCH GRANT**

All students whose home church is confessionally Reformed receive a \$500 grant. This is renewable each year based on continuing membership. If there is any question regarding church affiliation or Reformed denominations, contact the Office of Admissions.

### **SUPPORTING CHURCH GRANT**

All students who are members of churches that financially support Providence will receive a \$500 grant. This is renewable each year based on continued church membership and the church's continued support of Providence Christian College.

### **TRAVEL GRANT**

All students whose home is outside of the state of California will receive a \$500 travel grant. This is renewable based on the declared home residence of the student.

### **CHRISTIAN MINISTRY GRANT**

Students whose parents or legal guardians are employed as full-time Christian ministry workers may receive a Christian Ministry Grant. The Christian Ministry Verification Form available from the Office of Admissions must accompany the IAA. This grant is need-based, and the amounts vary. It is renewable upon resubmission of the Christian Ministry Verification Form.

### **Loans**

Although not currently able to participate in Federal student loan programs, Providence students are able to take advantage of a competitive student loan program administered through the college. This program offers both subsidized and unsubsidized loans with interest rates that are similar to Federal loan programs. Loans are renewable for four years of the student's education. Students are encouraged to contact the Office of Admissions for an application and more information.

### **Refunds for Institutional Withdrawals**

Students who completely withdraw from Providence Christian College (i.e., cancel their registration, withdraw, or are dismissed) before 60 percent of the semester has passed will have their tuition, room, board, student activity fee, and financial aid prorated for refunding or repayment. Students enrolled for more than 60 percent of the semester are not eligible for any refunds. Students receiving financial aid who withdraw from the college may be required to return a portion of the aid on a prorated basis.

The withdrawal date is the later of (1) the date students begin the withdrawal process by providing written notification to the registrar's office of their desire to withdraw, or (2) the students' last date of attendance at an academically related activity.

The percentage of the semester completed is calculated by dividing the number of days enrolled, beginning with the first day of classes, by the number of calendar days in the semester, including weekends and holidays, but excluding breaks of five or more consecutive days. For example, if there are 105 calendar days in a semester and students withdraw on the 50<sup>th</sup> day, they will have been enrolled for 47.6 percent of the semester (50 days divided by 105 days); consequently, these students would be responsible for payment of 47.6 percent of the total amount due. They would be refunded any amount paid over 47.6 percent.

### **The Student Tuition Recovery Fund**

\*\*\*\*\*Effective July 1<sup>st</sup>, 2007 the Bureau for Private Post-Secondary and Vocational Education (BPPVE) became inactive. For more information, please visit <http://bppve.ca.gov>. Providence Christian College has entered into a voluntary agreement with the Department of Consumer Affairs. For more information about the Bureau and its status, please visit [http://bppve.ca.gov/sunset\\_updates.htm](http://bppve.ca.gov/sunset_updates.htm)

The Student Tuition Recovery Fund (STRF) was established by the California legislature to protect California residents who attend a private postsecondary institution from losing money if they prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, a student must be a California resident at the time the enrollment



agreement was signed. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered to be California residents.

To qualify for STRF reimbursement, students must file a STRF application within one year of receiving notice from the Bureau for Private Postsecondary and Vocational Education that the school is closed. If no notice is received from the bureau, students have four years from the date of closure to file a STRF application. If a judgment is obtained, students must file a STRF application within two years of the final judgment.

It is important that students keep copies of the enrollment agreement, financial aid papers, receipts, or any information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary and Vocational Education, 400 R Street, Suite 5000, Sacramento, CA 95814, or at (916) 445-3427 or at [www.bppve.ca.gov](http://www.bppve.ca.gov).

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## **STUDENT LIFE**

A detailed description of the student life policies and procedures can be found in the Student Handbook, which can be found on the college website or obtained through the office of student life.

### **Theology of Student Life**

Because we believe that God's sovereignty reigns in all areas of life and because Christ called us to love the Lord with all our heart, soul, mind, and strength, learning at Providence Christian College is not limited to the classroom. Student life is a vital part of the holistic Providence learning experience, and it has been consciously molded to abide by Biblical standards. Student Life at Providence Christian College strives to follow Christ, build a community of believers, and engage the culture. While these three overarching goals are integrated and interrelated, they present the foundation of all that we do with student life at Providence.

### **Christ**

We affirm that in all areas of life we are to be imitators of Christ; however, Christ also specifically modeled student life when he called a group of "students" and disciplined them. This example of spiritual training and discipleship is our model of student life at Providence Christian College. Christ trained his students, formally (parables and sermons) and informally (modeling love, dealing with conflicts, and confronting sin), to be faithful and obedient to the Word, spiritually mature, and loving to God and their fellow man. By living a life of perfect righteousness at all times and in all situations, Christ is our standard for student life.

### **Community**

We strive through student life at Providence Christian College to develop a strong community of believers. Just as Christ didn't leave his disciples after his formal instruction was finished, we will consciously strengthen the Providence community by spending time together outside of class, worshipping, eating, socializing, and building relationships. This community is vital for facilitating spiritual and personal growth, training in leadership, enjoying God's creation, and experiencing the unity of the body of Christ. This community will be developed through campus-wide activities, chapels, clubs, and common learning experiences. While our student life programs will intentionally foster community, there will be times when sinful behaviors will hurt the biblical model for our environment. When conflict occurs, we will handle the issue through biblical standards of confrontation, discipline, and reconciliation so that a positive environment can be restored.

### **Culture**

Student Life at Providence will consciously engage the diverse Southern California culture through service projects, seminars, weekend trips, retreats, academic and recreational trips, and daily cultural interactions. By using our rich culture, we are not only growing personally but we are also working to fulfill Christ's calling to reflect His light in a dark world. This is to be a continual process throughout student life, not one that happens only after graduation. Christ didn't wait until his disciples "graduated" before sending them out to engage culture, and neither will we.

# **Student Life Policies and Conduct Agreement**

The following has been adopted by Providence Christian College so that, as part of the college community, we may clearly reflect the mission of our Lord as it relates to Christian higher education. Students must sign their agreement with this statement before being admitted to Providence.

## **Foundational Statement**

At Providence Christian College we gladly confess and seek to practice the Biblical teaching that all of life must be lived under the rule of Christ. Therefore, the instruction, attitudes and lifestyles of everyone at Providence must clearly express this truth. There are three parts to our commitment to our Lord's teaching. First, in our lifestyle, the college community is to obey God's Word. We are to demonstrate a repentant, redeemed heart and life. All of us are to respect one another as Christians and faithfully care for God's creation.

Secondly, at Providence, we understand the Bible as the infallible, inerrant Word of God. Doctrinally, we affirm the scriptural interpretation as summarized by the Reformed Confessions: the Belgic Confession, the Heidelberg Catechism, the Canons of Dort, and the Westminster Confession and Catechisms. We must each seek to know in our hearts and minds that God created all things, how Christ redeemed us out of the fallen human race by His grace, and what this means as we live a life of gratitude in our world.

Finally, our goal at Providence is to train students to understand the unity and diversity of the various parts of God's creation from the perspective of God's Word. A Providence education will help students engage and transform our culture for Jesus Christ. By God's grace our studies will enable students to excellently prepare for and carry out their God-given tasks and responsibilities in our contemporary society so that we can make a profound difference in our world. We will seek to promote the claims of Christ over all of life.

## **Campus Policies and Procedures**

We at Providence recognize that students need room to grow and freedom to develop as young adults, so the Student Handbook lists the specific rules and regulations so that all of us can be aware of how we should conduct ourselves as part of the college community, living lives that are pleasing to God. While all members of the Providence community may not agree with every rule that has been established for the college, it is expected that he/she respectfully obeys these standards that have been developed for the good of the community.

## **Campus Life**

Since Providence Christian College unashamedly is a Christian college, all of life, inside and outside of the classroom, is to be lived for the glory of God, in obedience to His Word, the Bible, and in gratitude for our salvation in Jesus Christ. Students must make it their goal to understand the Bible's teachings concerning holiness, love of God and others, godliness, and to increasingly live in accord with these teachings. They, along with the rest of the college community, must demonstrate personal moral integrity in all the areas of their lives and work as part of that community.

This means, in part, that all of the students have both the privilege and responsibility to be a part of the Christian community that is being developed at the college. There are many opportunities for both personal and spiritual growth and development as we fellowship with other Christians. Being a part of the community at Providence Christian College means that we all are accountable first to the

Lord, and then also to one another as brothers and sisters in Christ.

Students are encouraged to demonstrate their genuine love for the Lord by engaging in personal as well as group devotions. All are expected to worship regularly at a local church that is faithful to the Scriptures, and to become an active participant in the life of that church. Chapel is a vital part of life on this campus, and therefore students, along with the rest of the college community, are expected to attend chapel regularly.

When students have problems regarding another individual or have legitimate complaints regarding some part of the activity of the college, they should seek to solve them with the appropriate people by following the Biblical admonition (Matthew 5 and 18) to go to the offending or offended person before taking the matter to a higher authority. Students have the right of appeal even to a committee of the Board of Directors, but only after seeking to rectify the situation with fellow students, professors, and/or the appropriate administrators.

The college administration reserves the right to suspend or dismiss any student whose conduct or attitudes are unworthy of the standards of Providence Christian College. A student who is dismissed from the college must wait at least one semester following the semester of the dismissal before reapplying for admission.

In order to build a Christian community on campus, each student must profess to be a Christian. A student who professes to be a Christian believes the affirmations found in the Apostles' Creed.

## **The Apostles' Creed**

I believe in God, the Father, almighty,  
creator of heaven and earth.

I believe in Jesus Christ, his only Son, our Lord,  
who was conceived by the Holy Spirit  
and born of the virgin Mary,  
He suffered under Pontius Pilate,  
was crucified, dead and was buried;  
he descended to hell.  
The third day he rose again from the dead.  
He ascended to heaven  
and is seated at the right hand of God the Father almighty.  
From there he will come to judge the living and the dead.

I believe in the Holy Spirit,  
the holy catholic\* church,  
the communion of saints,  
the forgiveness of sins,  
the resurrection of the body,  
and the life everlasting. Amen.

\* That is, the true Christian church of all times and all places

## **Community Life**

In addition to the foundational statement and the Theology of Student Life, all community policies on student conduct are guided by biblical principles, Christian perspectives on current issues, and civil laws.

### **Biblical Principles**

Members of the Providence community (students, faculty, and staff) are asked to abide by biblical principles regarding life. While we all struggle in areas of weakness, it should be our goal to live lives that are pleasing to God. In our thoughts, we should meditate on what is pure; in our words, we should speak only what is pure and avoid idle talk; in our actions, we should flee from sin. By following these principles, our community will grow in Christ.

### **Christian Perspectives**

Christians must make daily decisions about current issues that are not specifically mentioned in the Bible. With these decisions, the Christian must use discernment to know what actions would glorify God. In I Corinthians 6:12, Paul addresses Christian liberty when he says, “‘Everything is permissible for me’ – but I will not be mastered by anything.” So, the first principle is to ensure that the area will not master us; therefore, as Christians we need to avoid activities that can become addictive or that can prevent us from doing those things that we ought to be doing. In I Corinthians 10: 23, Paul continues by stating, “‘Everything is permissible’ – but not everything is beneficial ... [or] constructive.” Leading us to the second principle: is the considered action beneficial or constructive to my faith or to others? The third principle deals with Paul’s admonition in I Corinthians 10:31-32: “Do not cause anyone to stumble.” This third principle deals with how our actions affect fellow believers; therefore, the final two principles command us to be aware of others and not do anything that might tempt them or tear down the body of Christ.

Therefore, we ask that the principles in I Corinthians regarding Christian liberty be applied to all members of the Providence community.

### **Civil Laws**

In obedience to God and respect for the authorities that he has placed over us, it is understood that our college community will abide by city, county, state, and national laws. It is also our responsibility to know and understand the civil laws that we live under. Copies of these laws can be viewed in the office of student life.

## **Spiritual Life on Campus**

Spiritual Life at Providence is not just chapel, Bible studies, and church; it is “every square inch” of our lives. Often spiritual life is compartmentalized apart from other areas of life, but it should be integrated into everything we do. It is essential to build a strong spiritual foundation that will be able to inform all areas of our life. Specifically, for the nurture of our spiritual lives, we are dedicated to having the college community grow together through worship, study, prayer, and fellowship. While spiritual life at Providence is integrated into every area of the college, we do have formal and informal programs that help us build that solid foundation i.e. chapels, Bible studies, CARE groups, and prayer times.

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# ACADEMIC POLICIES AND PROCEDURES

## Faculty Advisors

When a student is admitted to Providence Christian College, a faculty advisor (i.e. mentor) is appointed to provide the student assistance in developing a program of study, to monitor progress toward completion of that program, and to guide the student into a vocational calling. During registration periods, the advisor helps select courses that meet the goals of the student's program. The initial appointment of a faculty advisor is made on the basis of the student's interests as stated on the application form. Changes in faculty advisors are made through the registrar's office.

Students are encouraged to get to know their advisors and confer with them on a regular basis.

## Class Schedule

Providence operates on a "shortened work week," with classes beginning on Monday evening and ending on Friday afternoon. Day classes meet in 75-minute blocks on either Tuesdays and Thursdays or Wednesdays and Fridays. Evening classes meet in 150-minute blocks, one evening per week. Four-credit lab courses meet additional hours each week. This scheduling provides the college with great opportunities to enhance a college education through offering a special set of life experiences on the weekends. Providence has labeled these as 4-W Experiences—Weekends of Work and Worship in the World. For more information about 4-W Experiences see pages 43-44 of the catalog.

## Attendance

As part of the covenantal agreement to which both instructors and students have committed, students are expected to attend all class and laboratory sessions for which they have registered. Instructors are free and responsible to establish, place in their course syllabi, and enforce attendance policies for their classes. Any penalties or makeup privileges for absences are left to the discretion of the instructor.

## Student Course Load

A student must earn 126 total credit hours to graduate from Providence Christian College. The student course load is ordinarily 16 credit hours per semester. Taking more than 16 credit hours should be done with the advice and consent of the student's faculty advisor. Twelve hours is the minimum number for classification as a full-time student. Students who have been admitted provisionally may be required to register for fewer than 16 hours for their first semester at Providence. Students who have been placed on academic probation are restricted to a maximum of 14 hours per semester. Students must receive permission from their faculty advisor and the registrar when enrolling in more than 18 credit hours per semester. Additional tuition charges will be incurred for each credit hour taken above 18 as well (with the exception of Chorale).

## Student Classification

Students accepted as degree candidates are identified by class-level standing according to the number of credit hours earned. Students are classified as follows:

<b>Freshman</b>	0 - 30 units
<b>Sophomore</b>	31 – 62 units
<b>Junior</b>	63 – 94 units
<b>Senior</b>	95 + units

## Registration for Classes

Registration materials for fall classes will be mailed during the summer to students who have confirmed their plans to attend Providence Christian College by submitting their enrollment deposit. Registration will not be confirmed until final high school transcripts have been received. Typically freshman courses are selected primarily from the core requirements for graduation.

The factors governing course choices include:

1. Advanced college credit (e.g., AP courses) may eliminate the need to take certain courses.
2. Foreign language requirements may not have been met in high school and will have to be fulfilled at Providence.
3. Pre-college (remedial) courses in English and mathematics may be necessary for students who enroll with inadequate preparation for success in the college courses required for these areas. (ACT, SAT, or other placement tests will determine the need.)
4. Some choice exists among certain core requirements (e.g., laboratory sciences).
5. Students in heavily loaded majors may need to begin taking courses in their major during their freshman year.
6. Students planning to transfer to another college or university should select courses at Providence, if possible, that will be accepted as graduation requirements (versus electives) in that institution. As part of the registration process, faculty advisors will review with students the catalogs of the colleges or universities to which they plan to transfer and advise course selection at Providence according to the core and major requirements at those institutions.

The first digit of a course number indicates the class level of the course. Freshmen have permission to take sophomore-level (200) courses, provided they have met the prerequisites. Junior and senior level courses (300 and 400) are considered to be upper-division courses.

## Changes in Registration—*Adding and Withdrawing from Courses*

Courses may be added or dropped during the specified add/drop period. After the initial period, every registered course will have a transcript entry. This entry for withdrawals will be a W (withdrawal) through the sixth week, and either WP (withdrawal passing) or WF (withdrawal failing) from the sixth week through the tenth week. Normally, a student will not be allowed to withdraw from a course after the tenth week of a semester. A student may also change from credit to audit through the sixth week. All changes in registration must be approved by the student's faculty advisor and reported to the registrar through the use of an appropriate form. If the faculty advisor and registrar are not informed of the change, the student may receive a grade of "F" for the course.

## **Pass/Fail Option for Electives**

As a means of encouraging students to explore interests outside of their majors without concerns of overload or negative effects on their GPA, Junior and Senior status students are allowed to register for any course outside of their major, their minor, and the Core Liberal Arts Curriculum as an elective on a pass/fail basis. While the credits can be applied toward graduation requirements (126 credit hours), a course taken on a pass/fail basis is not computed into the student's GPA. To receive a P (passing) grade, students must participate fully in the course in a manner satisfactory to the instructor and earn a final grade of at least 70%. Students must register for credit for each course they intend to take during the semester. Students then may designate a course as pass/fail by the designated add/drop deadline. If a student takes a course pass/fail, and then changes his or her major so that the course is needed for credit, the student must retake the course for credit. A maximum of 12 semester credit hours taken on a pass/fail basis will be counted towards graduation requirements.

## **Auditing a Course**

A student may elect to audit a course rather than take it for credit. Audited courses do not contribute toward fulfilling graduation requirements. An auditor may attend all classes and participate in activities of the course, but does not have an obligation to fulfill any of the requirements of the course. The instructor also does not have an obligation to evaluate the auditor and may choose which class discussions and activities the auditor may participate in. Full-time students may audit a course at no additional cost; others are charged a special rate for each course audited.

## **Independent Study**

An independent study ordinarily involves a subject within the student's major field that is not otherwise offered at Providence. When feasible, such a study will be arranged for students with a cumulative GPA of 3.0 or above who are approved for such study by the department chair and the faculty member who will supervise the study. The student is expected to submit a proposal to the supervising faculty member that includes an outline and bibliography for the subject to be studied. The proposal must also be submitted to the registrar, so the appropriate credit may be documented.

## **Private Study**

Required courses, either core or in one's major, not offered in a given semester, may be arranged on a private basis. Such an arrangement must be authorized by the academic dean and the registrar. This authorization will ordinarily be granted only when a student needs a course that will not be offered again before the student's expected date of graduation. Such situations may arise when 1) a student received a grade of D or F in a major or minor course, 2) a student received a grade of F in a required course, or 3) a student changed majors or transferred to Providence late in his or her college career.

## **Online and Correspondence Courses**

Courses offered online or through correspondence from accredited institutions may offer an alternative to independent and private study. Approval to take such courses for credit while enrolled as a student at Providence must be given *in advance* by the registrar and the student's academic advisor. Ordinarily, approval will be granted only if the course is not offered by Providence and if it is



appropriate given the student’s course load at Providence. Seniors planning to graduate at the end of the spring semester must complete all such coursework by April 1 of their graduation year.

## Academic Integrity

All Providence students will be expected to uphold the highest level of academic integrity. Any breach of this trust will be taken seriously by all members of the college community. While God calls us to show integrity in all of our relationships, as an academic institution we are specifically concerned about the following areas:

1. **Cheating** – this involves the unauthorized use (or attempted use) of another person’s work on an exam or assignment, or using (or attempting to use) unauthorized notes during an exam or assignment. This also includes allowing one’s work to be used by other students in an unauthorized way.
2. **Plagiarism** – this involves misrepresenting an intellectual work (written material, ideas, artistic work) as one’s own. This can also include falsifying or incorrectly citing sources. Students should be familiar with the plagiarism information in the college writing handbook.
3. **Dishonesty** – this involves deceiving one’s instructor or classmates regarding missed deadlines, absences from class, or forging a signature, among other practices.

## Grading System

The following grading system is in effect at Providence Christian College:

Grade	Percentage	Interpretation	Points toward GPA
A	93-100	Excellent	4.00
A-	90-92		3.67
B+	87-89		3.33
B	83-86	Good	3.00
B-	80-82		2.67
C+	77-79		2.33
C	73-76	Satisfactory (Graduation level)	2.00
C-	70-72		1.67
D+	67-69		1.33
D	63-66	Unsatisfactory	1.00
D-	60-62		0.67
F	0-59	Failing	0.00
H	90-100	Honors (For selected courses)	0.00
P	70-89	Pass (For selected courses)	0.00
F	0-69	Fail (For selected courses)	0.00
I		Incomplete	0.00
W		Authorized withdrawal	0.00
WP		Authorized withdrawal passing	0.00
WF		Authorized withdrawal failing	0.00
AU		Audit	0.00
AUN		Audit with failure to attend	0.00

## **Grade Reports**

Mid-term grade reports are provided for all freshmen and transfer students during their first semester at Providence, for students on academic probation, and for students earning a grade of D or F in a particular course. Faculty advisors receive copies of their advisees' mid-semester reports. Semester grades are posted on student transcripts a reasonable time after final exams. Grades and transcripts will be withheld until financial holds are cleared. Distribution of grades to someone other than the student requires a release from the student to be in compliance with the Family Educational Rights and Privacy Act of 1974.

## **Incomplete Coursework and Grades**

A temporary grade of I (incomplete) is given when it is deemed by the instructor that the student, for legitimate reasons, has been unable to complete required coursework. It is the student's responsibility to request the grade of "I" from the instructor and to identify with the instructor both the specific work that remains to be done and the deadline for completion. All work must be completed within 60 days from the end of the semester in which the course was taken. If the coursework is not completed by the deadline agreed to, the instructor will submit a grade based on the coursework that has been completed to date.

## **Changing Grades**

Although instructors may, at their discretion, both grant incompletes and change grades after a semester has been completed, justice requires that all students in a course be given equal opportunities. Also, as part of their academic and personal development, college students benefit from the discipline required in doing a specific amount of work in a specific amount of time, and from learning to live with the consequences of their performance under such conditions. Faculty members will ordinarily, therefore, change students' final grades only under such circumstances as the following: 1) the instructor comes to realize that an error has been made in calculating the final grade; 2) the instructor comes to believe that certain requirements of the course were so egregiously unfair as to warrant all students in the course being allowed to redo some work or to do additional work; or 3) the instructor learns that a student's performance was affected by illness or emergency such that the instructor would have granted an incomplete had he or she known about it before the end of the semester.

## **Academic Standards**

A student must have an institutional grade point average (GPA) of at least 2.00 to be granted a degree. (An institutional grade point average is computed by dividing the number of grade points earned by the number of units attempted at Providence Christian College. Transfer credits are not included.) Three grade point averages are printed on a Providence transcript: institutional—only Providence courses or courses from cooperative programs; transfer—courses from any other institution; overall—both institutional and transfer courses. The institutional GPA is the only average used for all of Providence's academic purposes such as determination of academic status for enrollment, scholastic honors, and graduation requirements.

## Academic Appeals Procedure

An academic appeal must relate to an academic matter such as grades, transcripts, transfer credits, irregularities in scheduling, academic probation or suspension, or other academic matters. Students who desire to appeal an academic decision of the college must first directly address the parties involved such as a professor, the Academic Dean, the Dean of Student Life, the Registrar, or any other authorities who the decision may relate to. Many times academic decisions involve personal issues as well. Therefore, the parties involved should also follow the college grievance procedure found in this catalog and The Student Handbook.

Students desiring to appeal an academic decision must observe the following procedure:

- 1) The Registrar should be notified of an appeal in written form. The Registrar will determine the legitimacy of the appeal and ensure that the preliminary steps listed above were followed. If warranted, the appeal will be brought before the Academic Appeals Committee.
- 2) The written appeal should document any extraordinary circumstances or difficulties that may have caused the situation to arise.
- 3) The appeal should address in a biblical manner how the situation may be remedied.
- 4) The Academic Appeals Committee will review the written appeal and notify in writing the concerned student of the decision.
- 5) All decisions of the Academic Appeals Committee are final.

## Academic Honors

Academic achievement of full-time students is recognized each semester by publication of a Dean's List. To qualify for this honor, a student must achieve a semester GPA of 3.5 or better and not earn any grades below a C-.

Academic achievement upon completion of a degree program is recognized at graduation and on final transcripts in the following categories for the *institutional* GPA:

<b>Graduating with honors</b> .....	( <i>Cum Laude</i> ) GPA of 3.500 to 3.699
<b>Graduating with high honors</b> .....	( <i>Magna Cum Laude</i> ) GPA of 3.700 to 3.899
<b>Graduating with highest honors</b> .....	( <i>Summa Cum Laude</i> ) GPA of 3.900 or higher

To qualify for one of these honors, the graduating student must have completed a minimum of 60 semester hours at Providence Christian College.

## Academic Probation

A student with an institutional cumulative GPA that falls below 2.00 will be placed on academic probation for the next semester. The student will be notified through a letter of probation regarding his or her probationary status.

A student on academic probation:

1. May carry a maximum of 14 hours for the semester
2. Must confer with his or her faculty advisor at least every other week
3. Must contact the director of the Academic Support Center within the first two weeks of the semester and follow ASC recommendations
4. Attend all required class sessions; in cases of illness or emergency, documentation should be provided for the student's professor and advisor.
5. May not be eligible for participation in extracurricular activities

6. May have his or her scholarship awards reevaluated according to the policies of the college.
7. May have his or her institutional financial assistance package reevaluated according to the policies of the college.
8. If applicable, may not be eligible to continue student employment. This employment will be evaluated on a case-by-case basis.
9. May not audit other courses

Students who fail to comply with these requirements may be placed on academic suspension immediately by the academic dean in consultation with the student's advisor.

A student placed on academic probation may appeal to the Academic Appeals Committee regarding his or her placement on probationary status. This appeal must be written and received by the registrar within 10 days of his or her receiving the letter of probation. The written appeal must include documentation of the extenuating circumstances that led to the poor academic performance as well as a detailed plan to address and remedy the student's past academic performance.

Students on academic probation for three consecutive semesters will be placed on academic suspension.

## **Academic Suspension and Readmission**

Students may be placed on academic suspension if they fall under any of the following criteria:

- 1) The student has been on academic probation for three consecutive semesters.
- 2) The student earns a 1.0 GPA or less in any semester.

In matters relating to discipline, the Academic Dean, in coordination with the Dean of Student Life, will evaluate a student's academic status with the college.

Students placed on academic suspension are required to leave the college for a minimum of one semester, after which time they may petition the college for readmission. A joint committee composed of the Admissions and Academic Appeals Committees will evaluate the petition based on a review of the student's current and future capacity (including both ability and desire) to perform at the academic level required by the college for graduation.

## **Grievance Procedure**

Providence Christian College is an educational community of believers. Within such a community, loving relationships are a vital part of the Christian ethos, as the second of the Love Commandments attests (Matthew 22:39). A breach in relationship can occur between a student and another student, or between a student and a professor/administrator. Since the foundational relationship is that of brothers and sisters in Jesus Christ, the Bible's instruction for dealing with grievances must be followed; Matthew 5:23-24 and 18:23-24 offer such instruction. The person who either has a grievance against another or perceives that the other harbors a grievance against him or her is required, either way, to take the initiative to resolve the issue and to bring reconciliation and restoration to the relationship. This person is to go directly to the other, without sharing information with persons who have no need to know, and seek reconciliation. If reconciliation does not take place, a third person who is acceptable to both parties is to be asked to serve as a bridge for understanding and healing. These are the biblical procedures for dealing with grievances, whether they take place in the residence hall or in the classroom.

Since a grievance by a student against a professor or staff member can be the most sensitive to resolve, the following guidelines are provided:

- 1) If a student has a grievance against a professor or staff member, the student should share the nature of the grievance with that individual in a private setting, typically through a pre-arranged appointment. Both the student and the professor or staff member need to listen to each other, without interruption if desired, and try to “hear” the viewpoint of the other. Ideally, a win-win solution can be found. This means that both parties can accept the solution as being just, right, and respectful.
- 2) If all options have been explored and no mutually acceptable solution can be found, a third person who is acceptable to both should be invited to assist in the solution-seeking and reconciliation process.
- 3) If either party chooses not to accept the recommendation of the third party, he or she can seek assistance from the Academic Dean, who will determine whether existing policy provides an answer to the grievance. If not, the Academic Dean will refer the issue to an ad hoc committee of two faculty members, a student, and the Academic Dean. The goal of the committee will be to bring both parties together in reconciliation, but if that goal proves to be illusive, a judgment or decisive ruling is to be rendered by the committee. Written copies of the committee determination are to be presented to the student, the professor, and the President.
- 4) Further appeals can be made to the President and then, if desired, to a committee of the Board of Directors through the President.
- 5) Neither party is to skip steps in this grievance procedure process. Intentional breach of procedural protocol may create unnecessary dissonance in the body and, consequently, may lead to disciplinary action.

## **Repeated Courses**

A student may repeat courses to improve a grade. The repeated courses will be notated with a code of “R” on the transcript. The highest grade earned at Providence Christian College will be calculated into the institutional GPA; the lower grade will be noted on the transcript with a code of “E” for exclusion from the hours earned and GPA calculation. Courses repeated at another institution, which must have prior approval from the registrar, can affect the institutional GPA only by removing a lower grade from the calculation, versus adding the higher grade, since only credits earned at Providence Christian College are calculated into the institutional GPA.

## **Extended Time for Testing**

Students who need extended time for testing must have on file in the office of admissions and records a psychological examination completed within the last three years that recommends extended time for testing. Students may be granted this accommodation by the registrar on a case-by-case basis. Students who provide verification that their primary language is not English may also be granted that accommodation by the registrar. Typically, extended time entails 1.5 times the normal test period. The registrar can make recommendations for additional accommodations on a case-by-case basis. If the instructor cannot make arrangements to provide the additional proctoring, the academic dean will be contacted for assistance. Despite the accommodation regarding the administration of tests, all other assignments will be due on the announced dates.

## **Commencement**

At the commencement ceremony, the academic dean declares that the students participating have completed the graduation requirements for their degrees. It is the college's belief that this ceremony is fully meaningful with true integrity only when the words match the reality. Therefore, only those students who have in fact completed all requirements for their degrees may participate in the commencement exercises.

## **Official Transcripts**

Requests for official transcripts must be made to the Registrar's office in writing and signed by the student or an alumnus. Official transcripts are sent directly to the person or institution requested by the student. No charge will be assessed for the first two such requests made to the Registrar's office. A \$5.00 fee needs to accompany all additional requests. All accounts must be settled with the college prior to transcripts being released.

## **Laptop Computer Policy**

In order to facilitate our "classroom without walls" educational philosophy, each student is required to bring a laptop/notebook (not a desktop) computer with them to Providence. The minimum required specifications may be obtained by contacting the Director of Operations or the college website.

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# ACADEMIC REQUIREMENTS AND PROGRAMS

## Graduation Requirements

Upon recommendation of the faculty and approval by the board of directors, the degree of Bachelor of Arts is conferred upon students who have met the following requirements for graduation:

1. **A minimum of 126 total semester hours of credit.** All students must complete their last year in residence and at least nine upper-division credits in their major to graduate from Providence. Ordinarily, the last 62 credits must be taken at Providence.
2. **A minimum grade point average (GPA) of 2.00** (4.00 scale) in courses taken at Providence and in the major. Students must also earn a C or better in each major course numbered 300 or higher.
3. **Completion of the Providence Core Liberal Arts Curriculum.**
4. **Completion of at least one major** program of study
5. **Fulfillment of Student Life requirements as evaluated by the following criteria:**
  - a. **Membership in a local church**
  - b. **Chapel attendance**
  - c. **4-W Experiences**
  - d. **Student development participation**
6. **Completion of one May-term experience.**
7. **Completion of an approved cross-cultural experience.**

## The Core Liberal Arts Curriculum

The Core Curriculum of a college or university transmits the central identity and character of the institution. The Core Liberal Arts Curriculum at Providence Christian College has been designed with this in mind. It seeks to represent the unique features that make Providence distinctive among other institutions of higher learning. These features include the following:

1. The Core Liberal Arts Curriculum comprises about half of the credits required for graduation. This commitment to a broad liberal arts core reflects Providence's belief that education is not the mere transference of specialized skills, but a rich and integrated intellectual, relational, and spiritual experience. Christian education in a liberal arts context equips students to fulfill their call to act as prophets, priests, and kings in service to Christ and his Kingdom.

2. As a Christian college within the Reformed tradition, Providence Christian College acknowledges the foundational and presuppositional role of the Scriptures for all aspects of education. As God's special revelation, Scripture does not serve as a substitute for inquiry, but as the "light" by which general education is seen, or as the "eyeglasses" through which we bring our understanding into focus. Since Scripture is the final authority for all teaching and learning, it is imperative that students at Providence are biblically literate, capable of "rightly handling the word of truth" (2<sup>nd</sup> Timothy 2:15, 3:14-17). Sound doctrine, also, is viewed as foundational for all educational thought and practice. Consequently, Providence students read and study through the entire Bible over a two-year period, and they examine the doctrines of the Christian faith as expressed by the Reformed Standards.

3. The Core Liberal Arts Curriculum at Providence Christian College is covenantal, in that it is organized around four basic relationships of life: knowing God, knowing ourselves, knowing others, and knowing creation. These relationships are seen in the primary commands, commissions, and mandates of Scripture that call us as ones bearing the image of God to love God and our neighbor, to disciple the nations, and to exercise dominion over creation. God is a relational God, and he has revealed himself and his truth relationally, in keeping with his nature. The revealed truth posited in each of these relationships calls for obedient responses, for all relationships involve responsibilities.

The words “to know” in Scripture (represented by the Hebrew word *yada*) mean much more than simply cognitive or rational thought. Biblical knowing is holistic and all-comprehensive. It involves one’s entire being, one’s heart, mind, and strength. God’s truth, and all truth is God’s truth, always calls for an obedient response. One must be *both* a hearer of the Word *and* a doer of the Word. Consequently, students at Providence are not only challenged to understand with their minds the truth they are taught, but they are also challenged to commit to the truth with their hearts and to obey the truth with their entire beings.

The theme of “knowing through relationship” is central to a Providence Christian College education. Consequently, the Core Liberal Arts Curriculum reflects both relationships and the responsibilities inherent in each. Providence seeks to educate in a manner that guides its students toward “knowing fully even as they are fully known” (1<sup>st</sup> Corinthians 13:12).

4. Certain Core courses are designed to assist students in thinking deeply and christianly about the world and their place in it. Both the Reformed and liberal arts traditions emphasize the importance of foundational, presuppositional thinking. Students are assisted in the development of their worldviews, and they are equipped to discern the worldviews of the people and their products that they are studying. The Core courses dealing specifically with perspective are HUM 101---Reformed Perspectives on Calling and Culture, COM 101---Introduction to Communication, PHL 111---Introduction to Critical Thinking, and ENG 101---Composition: Writing and Research.

5. Other Core courses are designed to reflect the wholeness and unity of God’s creation found in Christ, in whom “all things hold together” (Colossians 1:17). While all courses at Providence are integrated vertically (i.e., transformed by the light of God’s Word), horizontal integration across the disciplines is also sought when feasible. One set of courses specially designed with this form of integration in mind is HUM 111-112--- Civilization and Culture and HIS 211-212---American Civilization. This 12-credit, four-semester series of courses approaches the study of World, Western, and American civilization from a humanities perspective, demonstrating the wholeness of cultures that are, indeed, unified expressions of their religious visions. In addition to examining the religion, history, and philosophy of each culture, its art, music, and literature are studied as well. God’s Covenant faithfulness to his Church within each cultural setting is also recognized and acknowledged.

6. A Christian Core Curriculum within the liberal arts tradition seeks to provide educational experiences that, in Christ, are both broadening and liberating, designed to free students to be all that God has created them to be. Such a curriculum allows students to explore the nooks and crannies of God’s good creation, often for the first time. The fullness of God’s earth becomes a rich reservoir for delight and praise. Certain Core courses, then, are “general education” requirements that are drawn from across the disciplines. They provide both breadth and balance to a Providence degree, contributing toward the development of a fully educated person.



### **Mission Statement:**

The mission of the Core Liberal Arts Curriculum is to provide a broad foundation in the liberal arts from a Christian perspective to broaden students' knowledge of the Creator, creation, and themselves by training them to research problems, evaluate evidence, and communicate their conclusions.

### **Student Learning Outcomes:**

1. Demonstrate a working knowledge of the entire Bible.
2. Articulate a biblical perspective on the liberal arts disciplines that comprise the core.
3. Think critically, conduct research, evaluate evidence, and analyze arguments.
4. Communicate ideas clearly and creatively in written, oral, and visual formats.
5. Articulate the influence of cultural commitments, ethnic diversity, and competing worldviews as they shape Western and non-Western cultures and cultural expression.
6. Understand the holistic nature of cultural development as expressed in a culture's literature, art, religious and philosophical beliefs, political structures, and economic practices.
7. Achieve basic literacy in scientific issues, laboratory work, and quantitative analysis.
8. Develop a Christian perspective on stewardship, justice, and compassion in the context of national and global problems.

## **Core Liberal Arts Curriculum - Requirements for Graduation (60-66 credits)**

Total required hours: 60-66

(Note: this includes May term, not previously counted in the Core total)

### **Foundations in Liberal Arts (12):**

- HUM 101 Reformed Perspectives on Calling and Culture (3)
- ENG 101 Composition: Writing and Research (3)
- COM 101 Introduction to Communication (3)
- PHL 111 Introduction to Critical Thinking (3)
- (Fulfillment Foreign Language Prerequisite Requirement if necessary, 0-8)

### **Knowing God (15):**

- BTS 111 O.T. Studies I: Pentateuch and Historical Books (3)
- BTS 112 O.T. Studies II: Psalms, Wisdom Literature, and Prophets (3)
- BTS 211 N.T. Studies I: Gospels and Acts (3)
- BTS 212 N.T. Studies II: Epistles and Revelation (3)
- BTS 320 Reformed Doctrine (3)

### **Knowing Ourselves (14-17):**

- HIS 211 American Civilization I: Development of American Democracy (3)
- HIS 212 American Civilization II: The United States since Reconstruction (3)
- HPE 101-122 Personal Health Fitness course (any two courses) (2)
- Social Science: One of the following (3)
  - ECO 211 Microeconomics
  - ECO 212 Macroeconomics

- EDU 201 Psychology of Lifespan Development
- POL 201 American Government and Politics
- PSY 101 General Psychology
- SOC 101 Principles of Sociology
- Fine Arts: One of the following options (3/6)
  - MUS 211 Music Appreciation
  - HUM 211 Art Appreciation
  - HUM 327 The Humanities in Latin America
  - HUM 337 The Humanities in East Asia
  - ENG 251 Introduction to Theater
  - COM 234 Aesthetics of Film
  - Or, 6 hours applied arts (chorale; and later, studio art, theater)

### Knowing Others (15)

- ENG 201 Introductory Studies in Literature (3)
- HUM 111 Civilization and Culture I (3)
- HUM 112 Civilization and Culture II (3)
- COM 221 Cross-cultural Communication (3)
- May Term (3)
- Cross-cultural Experience requirement (can be met through May term or student life activities)

### Knowing Creation (4-7):

- Mathematics: Higher level mathematics course (MAT 102, 131, 161, 162, 243, 255, or 321 OR Achieving an ACT score of 28 or SAT score of 640 OR Successful completion of an approved high school AP Calculus class. (0-3)
- Laboratory Sciences: Any approved science course with lab (4)
  - (Including BIO 112, SCI 113, and SCI 114)

## **Capstone Courses**

Every major at Providence Christian College culminates in a capstone course. This course is designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their major discipline. Each department will determine the components of this course including goals, objectives and methods of assessment appropriate for the particular major.

## 4-W Experiences

Providence's four day class schedule provides the college with the flexibility to enhance a college education through offering a special set of life experiences on the weekends. The purpose of these life experience weekends—part of the “classrooms without walls” concept at Providence—is to learn by experiencing, engaging, and exploring the culture. Providence's three-day weekends provide for this kind of life experience learning. Normally, the activities take place on Saturday or Monday.

The Reformed perspective on “work and worship” includes “every square inch” of life; therefore, the college offers a broad spectrum of experiences, including, missions/service trips, cultural exploration, academic enrichment, recreation, and seminars/retreats.

Providence is committed to having its students experience a wide range of learning experiences, both on and off campus; therefore, participation in the 4-W program is required. Expenses for these 4-W Experiences are considered part of the academic program of the college and thus have been included in tuition.

Freshmen and sophomores are required to attend three 4-W Experiences each semester. Juniors are required to attend two 4-W Experiences each semester, while seniors are required to attend one. The reduction during the junior and senior years is due to the fact that upperclassmen are expected to spend a great deal of time outside of the classroom in their major courses, including personal research, internships, seminars, and field experiences. While the juniors and seniors are only required to attend two per semester, they can choose to attend a third at no cost. Any student may attend more than three 4-W experiences on a space available basis; however, they will be charged a \$50 fee per additional experience to cover expenses.

## May Term

A three-week May term takes place each year immediately following the end of the spring semester, for the primary purpose of offering students a non-traditional college experience that supplements their regular program. The courses typically include on-campus instruction and off-campus travel. They may also involve long distance travel. Experiences could range from a study of the history of California to cross-cultural immersion in Los Angeles or a foreign country. Course offerings will be determined during the fall semester of each year.

Students may enroll for one course during a May term. These three credit courses satisfy a core requirement. If a student participates in more than one May Term, elective credit may be granted. Cross-cultural courses taken during May term may fulfill the cross-cultural experience requirement. (Please see the cross-cultural requirements.)

Students must participate in one May term before graduating from Providence. Normally, students will need to complete one May term during their first three years of college in order to graduate on time. The college will typically offer students at least two options that are planned and implemented by Providence personnel. Costs will be determined by the director of the May term for options provided by the college. Other May term options may be available through colleges of the CCCU on a space available basis. Programs sponsored by other institutions advertise their own costs, policies and procedures, and schedule. May term experiences completed through other institutions must have prior approval from the May term director and the Academic Dean to count toward the May term requirement. Students must present to the registrar certification indicating successful completion of the May term experience such as a course transcript, letter from teacher, director, supervisor, minister, etc. that describes the nature and duration of the experience.

May term costs will be posted with each May term option. Each student who desires to participate in a May term and has not previously participated in one will be given a May term grant from Providence to help off-set the costs associated with the term. The student is required to pay any additional costs exceeding the grant. Providence is committed to offering affordable May term options for students.

## **Cross-cultural Experience**

The mission of Providence Christian College as a Reformed Christian institution is to equip students to be firmly grounded in biblical truth, thoroughly educated in the liberal arts, and fully engaged in their church, their community and the world. In keeping with mission and educational goals of the college, students are expected to complete a significant cross-cultural experience during their four years at Providence as a requirement for graduation. The cross-cultural experience should be of sufficient duration that the student is able to personally interact with people of a different culture. The experience should also encourage the student to reflect on what was learned about another culture, how this experience has shaped the student's understanding of his or her own culture, and how a Christian perspective on cultural differences has grown as a result of the experience. Mere tourism is not adequate; academic preparation should precede and thoughtful reflection should follow the experience.

A cross cultural experience involves interaction with a cultural or ethnic community outside of the dominant American culture. This requirement may be met by one of the following options:

- 1) Cumulative three-week internship, ministry, or volunteer experience in another culture. This could include an experience in a multi-cultural setting—an urban setting such as central Los Angeles, a rural setting, areas affected by hurricane or other disaster, a ministry of a church to another culture, an experience in another country such as neighboring Mexico, etc.
- 2) A May term approved for cross-cultural experience credit.
- 3) A term (quarter or semester) of study abroad through a program accredited by another college or university.
- 4) A proposal made by the student for a cross-cultural experience that meets the basic criteria above, that is approved by the academic advisor, and that is validated by a director, supervisor, or minister who knows the work of the student.

In order to receive credit for the cross-cultural experience a student must:

- 1) Complete the Cross-cultural Experience form and submit it to his/her academic advisor for approval prior to the experience.
- 2) Submit verification of completing the cross-cultural experience—a course transcript, letter from teacher, director, supervisor, minister, etc. that describes the nature and duration of the experience.
- 3) Submit a reflection paper that meets the criteria listed on the cross cultural experience form.
- 4) Advisor's signature indicating successful completion of the experience.

# Programs of Concentration—Majors and Minors

## Majors

Every degree-seeking student must fulfill the graduation requirements of a faculty-approved department or interdisciplinary major. Official admission to a major program requires the formal approval of a department or program advisor and the completion of a declaration form.

Normally, Providence allows all students to take the first course of their declared major during the second semester of their freshman year. Students who are undecided about a major should continue taking courses in the Core Liberal Arts Curriculum until they decide on a major.

For graduation, students are required to earn a minimum grade point average (GPA) of 2.00 (4.00 scale) in their major. They must also earn at least a C or better in each course in their major numbered 300 or higher.

Providence Christian College offers majors in the following areas:

- Biblical and Theological Studies
- Biblical and Theological Studies—Secondary Education Concentration
- Business Administration
- Communication—General Communication Studies
- Communication—Journalism Concentration
- Communication—Film Studies Concentration
- English—Literature Concentration
- English—Writing Concentration
- English—Secondary Education Concentration
- History
- History—Secondary Education Concentration
- Liberal Studies
- Liberal Studies—Elementary Education Concentration

## Minors

Minors are available in several disciplines, and students are encouraged to complete a minor that complements their major. Students are required to earn a minimum grade point average (GPA) of 2.00 (4.00 scale) in their minor for it to be accepted as a minor at graduation.

Providence Christian College offers minors in the following areas:

- Biblical and Theological Studies
- Biblical Languages
- Business Administration
- Church Education Leadership
- Communication
- Cultural Studies
- Education
- English
- History
- Mathematics
- Music
- Social Science

# Pre-professional Programs

## Programs Completed at Providence

The programs in this section prepare students for admission to professional and graduate schools, while also meeting the requirements for a Bachelor of Arts degree from Providence. Students are encouraged to consult the catalogs of schools to which they plan to transfer for specific admission requirements.

### Pre-Law

There is no recognized prescribed program specifically designed for students planning to attend law school. Law school applicants must have a college degree and must take the Law School Admission Test (LSAT), but law schools do not require that applicants have taken specific courses or have a particular major concentration. The substantive Christian liberal arts core curriculum at Providence provides an excellent foundation for law school as well as for the practice of law itself.

### Pre-Seminary

The Association of Theological Schools (A.T.S.) recommends that pre-seminary students develop the ability to think, communicate, and do independent research. Pre-seminary students also should learn about human culture and society and develop proficiency in biblical languages. The substantive Christian liberal arts core curriculum at Providence, a major in English, history, or liberal studies, and biblical languages (two years of Greek, one year of Hebrew) provide excellent preparation for seminary. Pre-seminary students, however, should consult the catalogs of the seminaries they may attend for specific entrance requirements.

### Health Science Fields

Students interested in health care fields should check the admission requirements of the programs and institutions they are interested in. All of these schools have particular entrance requirements, including entrance exams; consequently, students should work closely with their science faculty advisor in their program planning and course selection. Students interested in nursing may choose to transfer to the nursing program at Trinity Christian College or Loma Linda University, or consider a second degree accelerated program in nursing at Azusa Pacific University. Providence has been granted articulation agreements with these institutions.

## Programs Completed at Other Institutions

### Pre-Nursing

Providence has been granted an articulation agreement with Loma Linda University School of Nursing. Students will take prerequisites required for admission to Loma Linda in addition to a number of core and general education courses at Providence (3-4 semesters). Some science lab courses will need to be completed at California Baptist University or other approved colleges. Students who successfully complete the prerequisites may then apply to transfer to the school of nursing for completion of the program in an additional three years of study. A grade point average (GPA) of 3.00 (4.00 scale) for work

completed at Providence is required for entrance to the nursing program at Loma Linda. Students who wish to begin the pre-nursing program at Providence should plan their scheduling of coursework carefully, in consultation with their academic advisor.

## Off-Campus Study Programs

Several colleges offer off-campus programs in which Providence students may participate on a *space-available basis*. Minimum requirements are sophomore status and a GPA of 2.50. Each of these courses meets the cross-cultural experience requirement. Students must also pay for these classes.

Providence scholarships and grants awarded for on-campus coursework (such as the College Aid Grant) or require specific on-campus obligations as a condition for the award cannot be applied to off-campus programs. Students are responsible for contacting the financial aid department for further details.

## Through Calvin College

### **SEMESTER IN BRITAIN**

This program is offered in cooperation with Oak Hill College, a theological college located in northern London. Students live in the college dormitories, eat their meals in the dining room, and worship in daily chapel services with the Oak Hill students and staff. Students take four courses during the semester, two with the Calvin program director and two through Oak Hill College. (Spring)

### **SEMESTER IN FRANCE**

This program takes place in Grenoble, in southeastern France, on the campus of the Universite Stendhal. Students may take introductory and intermediate French (14 credits) or advanced language, literature, and culture courses. All students take a one-credit course related to their cross-cultural experience, taught by the Calvin program director. (Spring)

### **SEMESTER IN GHANA**

This program allows students to live on the campus of the University of Ghana, in Legon, near Accra, Ghana's capital, where they will study at the university's Institute of African Studies. The semester begins and ends with sessions at the Akrofi-Christaller Memorial Centre for Mission Research and Applied Theology. Students take two courses with the Calvin program director, a course in the local language (Twi), and at least one course taught at the University of Ghana. (Fall)

### **SEMESTER IN HONDURAS (Spanish Studies)**

This program offers Spanish majors and minors an orientation and advanced program in Tegucigalpa, Honduras. Intensive study of Spanish is combined with an exploration of the meaning of faith in a third-world setting. Students live with Honduran families, participate in organized excursions, and attend classes on the campus of the Universidad Pedagogica. (Fall)

### **SEMESTER IN HONDURAS (Development Studies)**

This program takes place in Tegucigalpa, the capital of Honduras, and is for students who want a first-hand experience living in a less developed country to prepare for further study or careers in third-world development or missions. The program seeks to integrate faith commitment with academic study. During the semester, students live with Honduran families and attend classes on the campus of

the Universidad Pedagogical Nacional. The Calvin program director teaches the development studies classes, and members of the faculty at the Universidad teach the Spanish language classes. (Spring)

#### **SEMESTER IN HUNGARY**

This program is offered in cooperation with the Karoli Gaspar Reformed University in Budapest, the Budapest University of Economic Sciences (a university for the social sciences and humanities), and the Technological University of Budapest. These institutions are located on the Danube in the heart of Budapest. Two courses are taught by the Calvin program director. In addition, a 2-credit pass-fail Hungarian language course is required, and students select two courses taught by local faculty. (Fall)

#### **SEMESTER IN SPAIN**

This program offers introductory and advanced Spanish language programs in Denia, Spain. Students live with Spanish families and attend classes on the campus of the local university. (Spring)

### **Through Covenant College**

#### **SEMESTER IN SLOVAKIA**

This program is offered in cooperation with Trnava University in Trnava, Slovakia. Course offerings are determined each time based on students' needs and the Covenant College faculty member in attendance. Participation is limited to twenty students. (Fall)

### **Through Dordt College**

#### **NETHERLANDIC STUDIES PROGRAM IN CONTEMPORARY EUROPE (N-SPICE)**

This program offers an opportunity to spend a semester studying in The Netherlands. Students register for a minimum of 12 credits and may earn up to 16 credits. A course in college-level Dutch or its equivalent is recommended. Courses offered include the Dutch language, literature, art and architecture, culture and society, and history. (Spring)

### **Through Trinity Christian College**

#### **SEMESTER IN SPAIN**

Trinity offers a unique program for studying beginning, intermediate, or advanced Spanish in the ancient city of Seville, Spain. Each course covers the same material taught in most colleges in the United States; however, students have the added advantage of living with a Spanish family, being exposed daily to Spanish culture, being taught by native teachers who conduct all classes completely in Spanish, and having to communicate in Spanish outside the school setting. (Fall, Spring, Summer)

### **Through the Council for Christian Colleges and Universities (CCCU)**

Although Providence is not yet a member of CCCU, the college has a special arrangement with CCCU that will allow junior and senior students to participate in its off-campus study programs on a space-available basis.



## CCCU Domestic Programs

### **AMERICAN STUDIES PROGRAM**

Founded in 1975, the American Studies Program (ASP) has served hundreds of students as a “Washington, D.C. campus.” ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student’s talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students experience on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship in putting their beliefs into practice. The aim of the program is to help students live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credits.

### **CONTEMPORARY MUSIC CENTER**

The Contemporary Music Center (CMC) on the island of Martha’s Vineyard near Cape Cod, Massachusetts, provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The Executive Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both Artist and Executive Track students receive instruction with a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum. Students earn 16 semester hours of credit.

### **LOS ANGELES FILM STUDIES CENTER**

The Los Angeles Film Studies Center provides students the opportunity to see the film industry and its inner workings. Students will participate in three courses taught by the LA Film Studies Center faculty along with an internship related to the film industry. Participants in this program will live with other Christian students studying at the center. As Christians studying the film industry, students will be challenged to critically reflect upon their experiences and develop a Christian worldview relating to the film industry.

## CCCU International Programs

### **CHINA STUDIES PROGRAM**

The China Studies Program (CSP) enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese culture firsthand, students participate in seminar courses on the historical, cultural, religious, geographic, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given

opportunities such as assisting Chinese students in learning English or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi'an and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with an increasingly important part of the world in an informed, Christ-centered way. Students earn 15-17 semester hours of credit.

### **HONOURS PROGRAMME-OXFORD (CMRS)**

Honors and other highly qualified students have the exciting opportunity to study in England through this interdisciplinary semester in Oxford. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature, and philosophy. In addition to two tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. Students earn 16 semester hours of credit.

### **LATIN AMERICA STUDIES PROGRAM**

Students have the opportunity to live and learn in Latin America through the Latin American Studies Program (LASP), based in San Jose, Costa Rica. This program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American countries. Students participate in one of four concentrations: Latin American studies (offered both fall and spring terms); advanced language and literature (limited to Spanish majors and offered both fall and spring terms); international business and management (offered only during fall terms); and tropical sciences (offered only during spring terms). Students in all concentrations earn 16-18 semester hours.

### **MIDDLE EAST STUDIES PROGRAM**

The Middle East Studies Program (MESP), based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern people. In addition to seminars, students study with the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

### **OXFORD SUMMER PROGRAMME**

The Oxford Summer Programme (OSP) is a three-week program of the Council for Christian Colleges and Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who want to do specialized work under expert Oxford academics in the

areas of history, religious studies, English, or history of science. OSP is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. Students earn from two to five semester hours of credit.

### **RUSSIAN STUDIES PROGRAM**

Through the Russian Studies Program (RSP), students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses—history and sociology of religion in Russia, Russian peoples, cultures, and literature, and Russia in transition, students receive instruction in the Russian language, choosing either four or six semester hours of language coursework. For those choosing four hours of Russian, a seminar course, international relations and business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity. The program also includes time in the intriguing city of St. Petersburg, the Russian “window to the West.” Students earn 16 semester hours of credit.

## **International Partners Programs**

### **AUSTRALIA STUDIES CENTRE FOR MINISTRY AND THE ARTS**

The Australia Studies Centre (ASC) program is housed at the Wesley Institute in Sydney, Australia, and includes classroom study combined with experiential, cross-cultural academic instruction. All students take a required course in Australian culture, economics, politics and religion, with the rest of the coursework consisting of electives from the Wesley Institute. Students also travel into the countryside to engage rural life and the aboriginal peoples.

### **UGANDA STUDIES PROGRAM**

The Uganda Studies Program (USP) offers an invaluable opportunity for students to study in and about East Africa. Students live and study with the Uganda Christian University Honours College, a group of approximately 30 students committed to high academic standards and self-guided learning. The university is located in Mukono, on a beautiful and safe campus 30 minutes from the capital, Kampala. Core courses focus on religion, culture, literature, and history of Africa. Electives give students the opportunity to explore areas of interest, studying with and learning from Ugandans. USP participants gather together in a faith and practice seminar where they will process and apply their experiences in Uganda. Students earn 16 semester hours credit.

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## ACADEMIC DEPARTMENTS AND COURSES

### Description of Courses Offered by the Various Departments

The number of credits (semester hours) for each course is indicated in parentheses after the course description.

### Biblical and Theological Studies (BTS)

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The Bible is God's special revelation of Himself and of His desires for His church. *Sola Scriptura* is one of the key doctrines of the Protestant Reformation. Within the Reformed community the Bible has always been central, on the pulpit in front of church, in the worship service itself, and as the final authority for all faith, thought, and practice. Students in the major gain the knowledge and skills to stay grounded in Scripture and the Reformed heritage, even as they are motivated to explore and interact with other traditions, religions, cultures and peoples, from across the street to across the globe.

The Bible also serves as the divine spectacles through which we view and understand general revelation. In that way, the Bible helps us understand the other parts of the college's curriculum. It is a light for our pathway, thoroughly equipping us for every good work (Psalm 119:105; 2<sup>nd</sup> Timothy 3:15-17).

Besides the 15 units of Biblical Studies and Reformed Doctrine in the Core Liberal Arts Curriculum, students in the major will also take Hermeneutics, the study of the principles and history of biblical interpretation. Then students may choose their coursework specializing in biblical studies, systematic theology, historical theology, or mission and apologetics, or they may choose to pursue a broad range of areas across the major.

The BTS major equips students with the skills for effective ministry and full engagement with the world, whatever their callings in church and world. In particular, it provides ideal preparation for the following career paths: mission work (agencies typically provide training in the culture of your target country, but expect you to already have a biblical and theological foundation), church ministry and leadership, youth ministry, pastoral ministry, Bible teacher (in Christian schools), or Bible scholar/professor (for research and teaching in higher education). Some of the many other job opportunities for BTS majors include: counselor, social worker, translator, business manager, or international relief worker.

Also, the pre-seminary student heading for the pastoral ministry will benefit from the BTS major. Students will receive broad exposure to the liberal arts in the Providence Core courses, and in the BTS major will have the opportunity to explore areas of interest in biblical and theological studies in greater depth than is often possible in seminary.

A minor in Biblical Languages is encouraged for all BTS majors, providing the ability to read and study the Scriptures in the original languages. Note that this is especially important for pre-seminary students.

## Department Mission and Student Learning Outcomes

### **Mission Statement:**

Corresponding to each of the Institutional Core Values: 1. Biblical Perspective: To equip students with the content of the Bible, its historical context and proper methods of interpretation, and the Reformed theology which summarizes its teachings. Students are also able to apply this biblical content and theology to their personal lives and every area of life, leading to spiritual growth and ministry. 2. Academic Development: To produce students who can employ skills of critical reasoning and academic research in biblical and theological studies, and who are able to communicate the results effectively. 3. Community Connectedness: To produce students who understand and practice the biblical imperatives for community involvement, locally, cross-culturally, and globally. 4. Kingdom Service: To produce students who appropriate the biblical message for kingdom service in the world. 5. Stewardship and Accountability: To produce students who faithfully pursue biblical creational stewardship.

### **Student Learning Outcomes:**

#### *Biblical Perspective*

1. Demonstrate a working knowledge of the entire Bible.
2. Employ proper methods of interpretation in their study of Scripture.
3. Demonstrate knowledge of the historical, cultural, and literary context of Scripture.
4. Articulate the teaching of Scripture, especially with reference to the theology of the orthodox creeds and the Reformed tradition.
5. Apply this teaching to every area of life, leading to personal spiritual growth and ministry.

#### *Academic Development*

6. Employ critical and analytical reasoning skills with biblical and theological data, and draw appropriate exegetical and theological conclusions.
7. Evaluate alternative perspectives according to biblical criteria, sensitive to the role of presuppositional commitments.
8. Make discriminating use of the academic methods and tools for biblical and theological study, as they pursue quality research within its sub-disciplines
9. Communicate effectively both the process and conclusions of biblical and theological study, in both oral and written venues.

#### *Community Connectedness*

10. Understand and put into practice the biblical imperatives for community participation and ministry.
11. Distinguish between biblical norms and legitimate cultural diversity, appreciating the latter within a global perspective.

#### *Kingdom Service*

12. Appropriate the biblical message for fulfilling their callings in the world, seeking to be agents of reconciliation and transformation.

#### *Stewardship and Accountability*

13. Adopt the biblical creational perspective of cultural development, which mandates faithful ethical stewardship of all God's gifts, and hold themselves and others accountable to this standard.

### **Biblical and Theological Studies Major (48)**

BTS Core courses (15):

BTS 111	Old Testament Studies I: Pentateuch and Historical Books*	3
BTS 112	Old Testament Studies II: Psalms, Wisdom Literature...*	3
BTS 211	New Testament Studies I: Gospel and Acts*	3
BTS 212	New Testament Studies II: Epistles and Revelation*	3
BTS 320	Reformed Doctrine*	

BTS majors must take the following (9):

BTS 305	Hermeneutics	3
BTS 350	Biblical and Theological Studies Tutorial	3
BTS 400	Capstone Course in Biblical and Theological Studies	3

BTS Electives in Major (24)

Any eight BTS courses not listed above	24
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\* These courses fulfill 15 credits of Core requirements, specifically BTS 111, 112, 211, 212, and 320.

<b>Total Major Credits</b>	48
<b>Core requirements remaining</b>	45-51
<b>Electives</b>	<u>27-33</u>
<b>Total:</b>	126

### **Biblical and Theological Studies Minor (21)**

BTS Core courses (listed above)	15
Two upper-division BTS courses	6

### **Biblical Languages Minor (18)**

GRK 101	Beginning Greek I	3
GRK 102	Beginning Greek II	3
GRK 205	Intermediate Greek I	3
GRK 206	Intermediate Greek II	3
HEB 101	Beginning Hebrew I	3
HEB 102	Beginning Hebrew II	3

### **Biblical and Theological Studies Major—Secondary Education Concentration (85)**

*Students seeking teaching certification in secondary education should take the following:*

<b>BTS Major Requirements</b>	48
<b>Core Requirements remaining*</b>	42-48
<b>Secondary Education Requirements**</b>	37
<b>Electives</b>	<u>0</u>
<b>Total:</b>	127-133

\* BTS 111, 112, 211, 212, and 320 and EDU 201 fulfill 18 credits of core requirements.

\*\* Please see the Education Department course listings.

## COURSES

- 111 Old Testament Studies I: *Pentateuch and Historical Books***  
This course deals with 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc.); 2) beginning hermeneutics; 3) the historical framework of the Old Testament with considerable attention given to Old Testament theology and the nature and history of the Covenant. (3 credits)
- 112 Old Testament Studies II: *Psalms, Wisdom Literature, and Prophets***  
This course deals with the poetic, wisdom, and prophetic literature of the Old Testament. It begins with an examination of the themes and poetic forms of the Psalms and wisdom literature. The course continues with a study of the books of prophecy, with special attention given to the nature and task of the prophetic office, the manner of interpreting the prophetic books, and their place in and effect upon the history of the Covenant. (3 credits)
- 211 New Testament Studies I: *Gospels and Acts***  
This course deals with 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc.); 2) hermeneutics; 3) inter-testament history as background to the gospels; 4) a study of the four Gospels and the book of Acts with special emphasis on the message and ministry of Christ and the fulfillment of the New Covenant in Him, the synoptic concept of the Kingdom, the enlargement of the Covenant to include Gentiles, and the growth of the early church. (3 credits)
- 212 New Testament Studies II: *Epistles and Revelation***  
This course deals with the Pauline and general Epistles in the New Testament, and culminates with a study of the book of Revelation. Special attention is devoted to significant developments in the Pauline era and to the structure of Pauline theology. (3 credits)
- 305 Hermeneutics**  
This course is a study of the methods and principles of biblical interpretation. Various exegetical and hermeneutical approaches are examined, particularly those within the historic Reformed tradition. Prerequisite: BTS 320. (3 credits)
- 315 History of Christianity I: *From the Apostolic Era to the Reformation***  
This course examines the history of the Christian church from the time of the apostles to the European Reformation of the 16<sup>th</sup> century. Emphasis will be given to the geographical expansion of the church, the development of orthodoxy, forms of spirituality, and worship. This course is identical to HIS 315 (3 credits)
- 316 History of Christianity II: *From the Reformation to the Present***  
This course is a continuation of BTS 315 from the Reformation to the present time. Emphasis will be given to the diversity of Protestantism, the challenges of the modern age, and the spread of Christianity worldwide. This course is identical to HIS 316 (3 credits)

- 320 Reformed Doctrine**  
This course deals with doctrines of the Christian faith on General and Special Revelation, God, Christ and mankind, the Holy Spirit, salvation, the Church, and the last things. The Three Forms of Unity (Belgic Confession of Faith, Canons of Dort, and Heidelberg Catechism) and the Westminster Confession of Faith and Catechisms serve as guidelines and resources. (3 credits) (Formerly identified as BTS 220.)
- 321 Pentateuch**  
This course is a biblical-theological analysis of God's covenantal administration of His kingdom during the period covered by the first five books of the Bible. It is both a study of the emergence and formation of the Old Testament canon and a survey of the higher criticism of the books of the Pentateuch. Prerequisite: BTS 112 or permission of the instructor. (3 credits)
- 322 Historical Books**  
This course is a study of the historical books of the Old Testament and the historical, literary, and theological character of Hebrew narrative. It includes the development of a biblical-theological approach and the exegesis of selected passages. Prerequisite: BTS 112 or permission of the instructor. (3 credits)
- 323 Psalms and Wisdom Literature**  
This course is a study of the poetical books of the Old Testament and the nature of Hebrew poetry. It includes the development of a biblical-theological approach, a study of genre and contextual analysis of the Psalms, and the exegesis of selected passages. Prerequisite: BTS 112 or permission of the instructor. (3 credits)
- 324 Prophetic Books**  
This course is a study of the nature and history of the prophetic institution in Israel. Special attention is given to the messianic theme and eschatological patterns. The exegesis of selected passages is included. Prerequisite: BTS 112 or permission of the instructor. (3 credits)
- 331 Synoptic Gospels and Acts**  
This course is a study of Matthew, Mark, and Luke through Acts. Attention is given to the literary structure of the synoptic Gospels as the key to understanding the life and ministry of Jesus as well as each Gospel's particular theological perspective. The origin and expansion of the New Testament church and the theology of Luke through Acts are addressed. Prerequisite: BTS 212 or permission of the instructor. (3 credits)
- 332 Gospel and Letters of John**  
This course is a study of the fourth Gospel and 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> John. It considers matters of introduction, historical context, interpretation of major themes, and distinctive theological contributions. Attention is given to the special Father-Son relationship described in the Gospel of John. Prerequisite: BTS 212 or permission of the instructor. (3 credits)



- 333 Paul's Letters**  
This course is a study of the Apostle Paul, his letters, and their theological and ethical themes, within the first century historical context. It also considers the significance of Paul's thought within the history of interpretation, notably the Reformation and current disputes over new perspectives on Paul. Prerequisite: BTS 212 or permission of the instructor. (3 credits)
- 334 General Letters and Revelation**  
This course is a study of the general letters and Revelation. It deals with questions of special introduction and the exegesis of selected passages with a view to establishing the structure and distinctive themes of these books. Prerequisite: BTS 212 or permission of the instructor. Prerequisite: BTS 212 or permission of the instructor. (3 credits)
- 340 Christian Ethics**  
This course outlines a biblical framework for approaching ethical questions and issues. It examines how the Church has addressed ethical questions at different times in history and how contemporary Christians can develop a biblically relevant approach to the issues of our day. Prerequisite: BTS 320. (3 credits)
- 345 Major World Religions**  
This course is a study of the major non-Christian religions of the world including animism, Buddhism, Hinduism, Islam, Judaism, and Shintoism. Of special concern is the worldview advanced by each religion and its manifestation in society and culture. (3 credits)
- 348 World Missions**  
This course begins with a study of the biblical bases for mission activity around the world. It then examines the history of mission efforts in other countries, especially those within the Presbyterian and Reformed traditions. A further examination is made of the current status of missions and the special needs and approaches called for in the 21<sup>st</sup> century. (3 credits)
- 350 Biblical and Theological Studies Tutorial**  
Tutorials are research-intensive courses in which students work in pairs with an individual professor, meeting weekly to present their research. Tutorials may involve attendance at lectures (on or off campus). Topics will vary; more than one tutorial may be taken if the subject matter is different. Normally tutorials will be taken by BTS majors in their junior or senior year, though BTS minors, sophomore BTS majors, and non-majors may take BTS tutorials with permission of the tutor. (3 Credits)
- 355 Religion in America**  
This course is a historical survey of the varieties of religious faith and practice in the United States from the colonial era to the present. Prerequisite: History 211 and 212 (3 credits) (Cross-listed as HIS 355)

**360- Systematic Theological Studies**

**370** These courses offer in-depth examination of major doctrines of the Christian faith [such as the Trinity, Christ (Christology), salvation (soteriology), or the church (ecclesiology)]. Focusing on the biblical data, the Reformed formulations will be studied in relation to critical historical developments as well as current discussions. The instructor will determine which doctrinal course will be offered. Prerequisite: BTS 320 (3 credits per course)

**360 Doctrine of God**

In this course, we will reflect deeply on what it means to know God, his nature, names, holiness, his being in Trinity, and other such topics, in company with some of the greatest theologians (church fathers, Calvin, Bavinck). The goal is to gain a better grasp of the biblical vision of the beauty and glory of God which leads us to adoration, trust, and joyful service. We will also interact with contemporary accounts of this doctrine, especially “open theism”, and its change to traditional and Reformed perspectives.

**362 Christology**

**364 Soteriology**

**370 The Church (Ecclesiology)**

This course examines the biblical teaching on the doctrine of the church (ecclesiology), how this is developed in Reformed theology, and how this equips us to meet contemporary challenges. We study the nature, purpose, mission, structure, order and life of the church, and also critically engage the missional and emergent church movements.

**375 John Calvin: Reformer and Theologian**

Building on a close reading of the *Institutes of the Christian Religion* and selected other works, this course will study the life and theology of John Calvin, including the development of his thought in its sixteenth-century context and recent scholarship on Calvin. (Cross-listed as HIS 386)

**385- Special Topics in Biblical and Theological Studies**

**395** These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

**400 Capstone Course in Biblical and Theological Studies**

As a capstone for Biblical and Theological majors, students will work closely with the BTS faculty on an in-depth research project. The topic will reflect the student’s interests and emphasis within the major, but the student’s work will demonstrate the key BTS departmental learning outcomes, especially responsible biblical interpretation, theological thinking within the Reformed tradition, and relevant application to church and world. (3 credits)

**450 Field Experience**

The student will undertake an internship with direct connection to his or her Biblical and Theological Studies major. Prerequisite: Senior standing as a BTS major. (3-6 credits)

# Biology (BIO)

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## COURSES

### 111 **Principles of Human Biology**

This course is a study of the major theories of biology as applied to humans. The student is introduced to the concepts of the cell, fundamental biochemistry, genetics, and protein synthesis. Students study the structure and function of the major organ systems of the human body. Lectures and laboratory. (4 credits)

### 112 **Principles of Biological Systems**

This course is an introduction to the major principles of biological systems of plants and animals, with an emphasis on integrated organization. The understanding of this organization will be approached by studying structure, function, classification, growth, development, reproduction, and organization of organisms and their environment into ecosystems. Practical and ethical issues of biodiversity, mankind's impact on the environment, and the use of certain plants and animals for medical and social purposes will be explored. Lectures and laboratory. (4 credits)

### 205 **Human Anatomy and Physiology I**

This course is designed for students interested in allied health sciences and others who wish to know the structure and functions of the human body. It begins with a brief introduction to cell structure and function, DNA, protein synthesis, fundamental biomolecules, body organization and tissue components. A systematic study of the integumentary, skeletal, muscular, nervous, and sensory systems follows. The course is designed as an introductory course that, along with BIO 206, constitutes a complete survey of the human body. Lectures and laboratory. (4 credits)

### 206 **Human Anatomy and Physiology II**

A continuation of BIO 205, this course covers the endocrine, digestive, respiratory, cardiovascular, lymphatic, immune, urinary and reproductive systems. Lectures and laboratory. Prerequisite: BIO 205. (4 credits)

### 235 **Microbiology and Immunology**

This course is a study of structure, classification, metabolism, and genetics of microorganisms. Pathogenic relationships with humans are studied along with host immune responses. Lectures and laboratory. Prerequisite: BIO 112 or permission of instructor. (4 credits)

### 250 **Bioethics**

TBD

### 305 **Ecology**

This course is an introduction to organismal or physiological ecology (the interactions of organisms with their physical environment), population and community biology, and the

structure and functions of ecosystems. Lectures and laboratory. Prerequisites: BIO 112. (4 credits)

**315 Biogeography**  
TBD

**385- Special Topics in Biology**

**395** These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

## Business Administration (BUS)

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In the beginning God provided mankind with the dignity of a task. The cultural mandate found in Genesis 1:26 instructs us to be busy in exercising dominion over creation as vice-regents—God’s representatives. Part of imaging God is being responsible as faithful stewards in tending and developing creation potential for God’s glory and for the well-being of mankind. For the Christian, work is worship, and all vocations are viewed as high callings before God.

A major in business administration equips one to be a servant leader in businesses both large and small and to learn the skills of stewarding people and resources in a just and righteous manner.

### Department Mission and Student Learning Outcomes

#### **Mission Statement:**

The mission of the business department at Providence Christian College is to develop life long learners that can think critically and communicate effectively within a biblical framework in the marketplace.

#### **Student Learning Outcomes:**

Develop an ethical framework for business decision making

1. Describe the nature of servant leadership.
2. Describe the concept of ethics and its impact on leadership, decision-making, and socially responsible strategies.

Demonstrate knowledge and skills in accounting.

1. Analyze and record accounting transactions.
2. Identify, describe, and prepare each of the major financial statements.
3. Explain how financial statements help decision makers.

Demonstrate knowledge and skills in economics

1. Apply supply and demand analysis.
2. Identify economic policies that stimulate long term growth
3. Describe gains to trade and the effects of barriers to trade.

Demonstrate knowledge and skills in marketing.

1. Describe the eight universal functions of marketing.

2. Describe the marketing concept.
3. Develop and present a business plan in class using presentation skills.

Demonstrate knowledge and skills in management.

1. Describe the nature of an enterprise
2. Describe how an enterprise relates to its stakeholders.
3. Perform a competitive analysis and assessment of the external forces affecting a firm.

**Business Administration Major (52-55)**

BUS 111	Business Mathematics	3
BUS 201	Principles of Accounting I	3
BUS 202	Principles of Accounting II	3
BUS 205	Principles of Management	3
BUS 206	Principles of Marketing	3
BUS 207	Human Resource Management	3
BUS 225	Introduction to Finance	3
BUS 301	Business Law	3
BUS 330	International Business and Economics	3
BUS 396	Business Research	3
BUS 400	Capstone Course in Business Administration	3
BUS 450	Field Experience	3-6

*Cognate courses:*

COM 111	Foundations of Communication	3
ECO 211	Microeconomics*	3
ECO 212	Macroeconomics*	3
MAT 131	Pre-Calculus*	3
MAT 243	Statistics*	4

\* These courses fulfill 6 credits of Core requirements, specifically the math requirement and 3 credits of knowing ourselves.

<b>Total Major credits</b>	52-55
<b>Core requirements</b>	57-60
<b>Electives</b>	11-17
<b>Total:</b>	126

**Business Administration Minor (18)**

BUS 201	Principles of Accounting I AND/OR	3 or 6
BUS 202	Principles of Accounting II	
BUS 205	Principles of Management	3
BUS 206	Principles of Marketing	3
BUS 301	Business Law	3

*Cognate course(s):*

ECO 211	Microeconomics* AND/OR	3 or 6
ECO 212	Macroeconomics*	

\* These courses may fulfill up to 3 credits of Core requirements.

## **COURSES**

### **111 Business Mathematics**

This course is an introduction to the mathematics used in the following functional areas of business: accounting, economics, finance, management, marketing, and operations. Topics include gross margin, profit margin, financial ratio analysis, discount and compound interest, depreciation and amortization, negotiable instruments, bonds, annuities, and statistical analysis. Prerequisite: A math score of 18 on the ACT or 460 on the SAT, or three years of college preparatory mathematics in high school with grades of C+ or above, or a grade of C or above in MAT 100. (3 credits)

### **201 Principles of Accounting I**

This course is a study of the fundamental principles of financial accounting as applied to proprietorships and partnerships. Coverage includes the theory of debits and credits, the accounting cycle, income statement and balance sheet presentation, special journals, accounting for service and merchandising enterprises, cash receivables, inventories, temporary investments, plant assets, payroll, notes payable, other current liabilities, and intangible assets. Prerequisite: BUS 111. (3 credits)

### **202 Principles of Accounting II**

This course is a continuation of BUS 201, with treatment extended to corporations. Coverage includes stockholders' equity, long-term liabilities, time value of money concepts, long-term investments, statements of cash flow, and financial statement analysis. Introduction to cost/managerial accounting, including job order and process costing in the manufacturing environment, budgeting, standard costs and variance analysis, cost-volume-profit relationships, cost allocation, differential analysis, capital expenditure analysis, and managerial control and decision making. Prerequisite: BUS 201. (3 credits)

### **205 Principles of Management**

This course is an analysis of the managerial functions of planning, organizing, staffing, leading, and directing. The concept of being a servant-leader according to biblical norms is developed. (3 credits)

### **206 Principles of Marketing**

This course is a study of consumer and industrial markets and the formulation of marketing policies. Strategies relating to product, price, channels of distribution and promotion are stressed. The course also explores fashion and life cycles and consumer behavior as well as the legal and institutional environment of marketing. (3 credits)

### **207 Human Resource Management**

This course introduces students to the role that Human Resource Management (HRM) plays in organizational settings. Course content is geared toward developing the foundational body of knowledge required of entry-level HRM practitioners and is organized around the four core areas of HRM expertise: recruitment and staffing, employee and organizational development,

compensation and benefits administration, and labor relations. Prerequisite: BUS 205. (3 credits)

**225 Introduction to Finance**

This course is a survey of financial management including the financial marketplace, performance evaluation, and determinants of securities evaluation, risk and return analysis, capital investment decisions, and cost of capital. Prerequisite: BUS 202. (3 credits)

**301 Business Law**

This course is an introduction to applied principles of business law, based on case studies of contracts, negotiable instruments, agency, sales, bailments, and the transfer of real and personal property by individuals, partnerships, and corporations. Prerequisite: BUS 205. (3 credits)

**330 International Business and Economics**

This course is a study of the special problems associated with doing business across national borders, with emphasis on the economic basis for trade and the impact of religious, cultural, and political environments on business practice. The course includes evaluating from a Christian perspective the management, marketing, and financial practices of multinational corporations. Prerequisite: BUS 206. (3 credits)

**380 Strategic Management**

This course is an integrative study of strategic management, requiring contemporary, comprehensive case applications of concepts from economics, marketing, accounting, finance, management, and international business. Ethical aspects of strategic decision-making are emphasized. Prerequisites: BUS 202, 205, 206, 225, 330 and ECO 211 and 212. (3 credits)

**385-395 Special Topics in Business Administration**

These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

**396 Business Research**

This course focuses on the gathering and interpreting of customer, market, and business information in solving business problems through the use of current research methods. Emphasis is placed on developing hands-on experience with questionnaire development, focus group research, and other practical research methodologies. Prerequisites: BUS 206, CPS 105-7, MAT 243 and junior standing. (3 credits)

**400 Business Administration Capstone Course**

TBD

**450 Field Experience**

This course is an internship for one semester in an off-campus location that provides students with real-life experience in applying their business administration major. Students meet with their faculty advisor and other students to discuss internship experiences, current issues in

business, and to assist students in developing skills for the job-seeking process. The number of credits will be determined according to the number of hours the student spends in the internship. Prerequisite: Senior standing as a business administration major. (3-6 credits)

## Chemistry (CHM)

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### COURSES

**121 General Chemistry I**

This course is an introduction to the basic laws and theories of modern chemistry, including atomic and molecular structure, bonding, solids, liquids, gases and solutions, stoichiometry, and thermodynamics. Lectures and laboratory. (4 credits)

**122 General Chemistry II**

A continuation of Chemistry 121. Topics covered include equilibrium, electrochemistry, kinetics, and the descriptive chemistry of the elements. Lectures and laboratory. Prerequisite: Chemistry 121. (4 credits)

**201 Organic Chemistry I**

This course is a study of the chemistry of the hydrocarbons, including aliphatic, cyclic, and aromatic. Molecular structure, stereochemistry, methods of preparation, physical properties, and reactions are covered. Infrared and nuclear magnetic resonance spectroscopy are introduced. Lectures and laboratory. Prerequisite: Chemistry 122. (4 credits)

**202 Organic Chemistry II**

A continuation of Chemistry 201. Emphasis is placed on the chemistry of aromatics, heterocycles, and “natural” products. Lectures and laboratory. Prerequisite: Chemistry 201. (4 credits)

**305 Biochemistry**

This course is an introduction to the chemistry of living systems. Topics include pH and buffers, carbohydrates, lipids, proteins, nucleic acids, and enzymes. This knowledge is applied to a study of the metabolism of the major cell constituents and integrated through a consideration of the interrelations among the carbon, nitrogen, and energy cycles. Lectures and laboratory. Prerequisite: CHM 202 or permission of the instructor. (4 credits)

**385- Special Topics in Chemistry**

**395** These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)



**460- Directed Independent Studies**

**462** This course is a culmination of the chemistry minor in which the student, under the direct supervision of his or her advisor, completes a substantive chemistry research project. (1 credit)

## Chinese (CHN)

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### COURSES

**101 Introductory Chinese I**

This course is an introduction to Chinese language and culture, stressing both spoken and written Chinese. After one semester students will be able to carry on simple conversations in (Mandarin) Chinese, read dialogues written in Chinese, and understand some fundamentals of Chinese social values and ways of thinking. Approximately 300 Chinese “characters” are introduced. (4 credits)

**102 Introductory Chinese II**

This course is a continuation of CHN 101 in the study of Chinese grammar, with equal emphasis on improving conversational proficiency and on reading and writing Chinese. Another 300 Chinese “characters” are introduced for reading and writing and as a medium for gaining insight into Chinese culture. Prerequisite: CHN 101. (4 credits)

## Communication (COM)

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Communication is at the heart of all human relationships; we were created to be symbol-making and symbol-interpreting beings. Creation began with “And God said...,” and one of Adam’s first actions in taking dominion over creation was to speak names for the animals. Our ability to communicate is foundational for personal relationships as well as cultural expression. Historic Christianity has always taught that God relates to us through words and symbols, and that we return worship to our creator through speech and meaningful action. Yet it was also the power of communication—deceptive communication—that led to the fall. As an academic discipline, Communication, in its various sub-disciplines, is devoted to examining the power of speech as well as various forms of non-verbal communication. The Communication department seeks to form competent, creative, and Christ-like communicators prepared to serve in a variety of callings.

A major in communication equips one for speaking and writing publicly and professionally, and for communicating through the visual arts. Concentrations are available in journalism, film studies, and a general communication emphasis suitable for other fields or preparation for graduate school.

### Department Mission and Student Learning Outcomes

**Mission Statement:**

The Communication Department of Providence Christian College exists to study human communication from a Reformed Christian perspective in order to create effective communicators engaged in cultural interpretation and renewal.

**Student Learning Outcomes:**

1. Communicate cogently, systematically, and persuasively in oral speech, writing, and visual arts to a variety of audiences.
2. Critically dissect messages of persuasion, analyzing argumentation strategies and fallacies in light of critical research.
3. Demonstrate knowledge of the history, theory, and current issues of communication fields such as public relations, advertising, journalism, publishing, the music industry, broadcasting and cable, motion pictures, and the internet.
4. Demonstrate knowledge of the aesthetic dimension of life, and the Christian’s responsibility for nurturing and enhancing his or her gifts and talents in this area.
5. Articulate a Christian ethical perspective on personal and corporate issues of responsibility, fairness, and integrity in human communication.

**Communication Major (42-46)**

***Communication Core (27):***

COM 101	Introduction to Communication*	3
COM 111	Foundations of Communication	3
COM 221	Cross-Cultural Communication*	3
COM 231	Mass Media and Society	3
COM 301	Communication Theory	3
COM 333	Communication Law and Ethics	3
COM ELECTIVE		3
COM 400	Capstone Course in Communication	3
Cognate Course:		
ENG 321	Advanced Expository Writing	3

\* These courses fulfill 6 credits of Core requirements.

Students select *one* of the following concentrations:

***Communication Studies Concentration (15):***

*Communication Studies students must choose five courses from the following:*

COM 241	Introduction to Journalism	3
COM 340	Persuasion and Attitude Change	3
BUS 206	Marketing	3
COM 225	Public Relations	3
COM 345	Organizational Communication	3
COM 360	Rhetorical Theory	3
COM 380	Interpersonal Communication	3

<b>Total Concentration credits</b>	15
<b>Total general major credits</b>	27
<b>Core requirements remaining</b>	54-60
<b>Electives</b>	<u>24-30</u>
<b>Total:</b>	126

**Journalism Concentration (15-18):**

COM 241	Introduction to Journalism	3
COM 242	Print Journalism	3
COM 243	Broadcast Journalism	3
COM 340	Persuasion and Attitude Change	3
COM 450	Field Experience	3-6
	<b>Total Concentration credits</b>	15-18
	<b>Total general major credits</b>	27
	<b>Core requirements remaining</b>	54-60
	<b>Electives</b>	<u>21-30</u>
	<b>Total:</b>	126

**Film Studies Concentration (15-19):**

*Students interested in completing the film studies concentration at Providence, must complete the following courses:*

COM 234	Aesthetics of Film	3
COM 260	Film and Video Production	3
COM 265	Audio Production	3
COM 375	Screenwriting for Film and Television	3
COM 450	Field Experience	3-6

*Students interested in the Los Angeles Film Studies Program may complete the requirements for the film concentration through the following courses (19):*

COM 234	Aesthetics of Film	3
COM 365*	Theology in Hollywood (C-LA)	4
COM 367*	Hollywood Production Workshop (C-LA)	3
COM 451*	Internship: Inside Hollywood (C-LA)	6

*Students must choose one of the following courses:* 3

COM 373*	Motion Picture Production (C-LA)
COM 375*	Professional Screenwriting (C-LA)
COM 377*	Independent Study (subject to approval) (C-LA)

\*C-LA courses will be completed through the Los Angeles Film Studies Center Semester.

	<b>Total concentration credits</b>	15-19
	<b>Total general major credits</b>	27
	<b>Core requirements remaining</b>	54-60
	<b>Electives</b>	<u>20-30</u>
	<b>Total:</b>	126

**Communication Minor (18)**

COM 101	Introduction to Communication*	3
COM 221	Cross-Cultural Communication*	3
COM 111	Foundations of Communications	3
COM 231	Mass Media and Society	3
COM 301	Communication Theory	3
COM ELECTIVE		3

\* These courses fulfill 6 credits of Core requirements.

**COURSES**

**101 Introduction to Communication**

Before students can engage people and culture for Christ, they must understand people and culture. This course deals with understanding people, cultures, and the media through the use of visual and auditory perception. Active listening skills are taught as initial steps in a personal evangelism process. Cross-cultural ministry provides the context for understanding other cultures in relation to one's own. Worldview discernment is taught through an examination of film and music media. (3 credits)

**111 Foundations of Communication**

This course establishes a foundation for the study of communication: its breadth, various cultural contexts, and the major issues and concerns in the field. It sets the agenda for developing a Christian worldview on communication studies. (3 credits)

**221 Cross-Cultural Communication**

This course studies the nature of problems of communication within and across cultural contexts, the role of cultural differences in communication, and strategies for effective communication across cultural lines. (3 credits)

**225 Public Relations**

Communication principles and theories are applied to the field of public relations. Emphasis is placed on developing successful approaches to establishing and maintaining mutual understanding between organizations and their publics through successful two-way communication. (3 credits)

**231 Mass Media and Society**

This course examines the nature of mass communication systems, the communication industries, the media support systems, and the impact of mass communication on society. Form, content, and consequences of mass media are emphasized through lectures, research, discussion and application to the student's own media experience. (3 credits)

- 234 Aesthetics of Film**  
This course examines the influence of technique on film as an art form and on the audience as viewer and participant. Students also examine the interrelationship of technique and content as it expresses directorial and cultural concerns. Students view and critique films seen inside and outside of class. Prerequisite: COM 111. (3 credits)
- 241 Introduction to Journalism**  
This course is an introduction to reporting and writing news for the print and broadcast media. It includes practice in writing several types of news stories, an overview of the historical and cultural foundations of journalism, and a critical examination of the theoretical foundations of journalism. Prerequisite: COM 111. (3 credits)
- 242 Print Journalism**  
This course introduces students to interviewing, editing, in-depth reporting, critical and feature writing, developing headlines and titles, and copyediting. It explores ways that text and design work together and provides practice in production and layout. Prerequisite: COM 241. (3 credits)
- 243 Broadcast Journalism**  
This course is a study of journalism for the broadcast media, including news gathering, writing, editing, and presenting broadcast news. Prerequisite: COM 241. (3 credits)
- 256 Advanced Reporting**  
This course is a study of project reporting, including public affairs and investigative reporting. Students are introduced to and gain experience in advanced research technique, including computer-assisted reporting and the use of the Freedom of Information Act. The relationship of the First Amendment is explored. Prerequisite: COM 241. (3 credits)
- 260 Film and Video Production**  
This course focuses on the fundamentals of visual media production in the film and television media, including production planning, lighting, shooting, audio, directing, and editing. Students participate in various individual and group projects, and lab time. The second course focuses more on advanced non-linear editing techniques. (3 credits)
- 261 Advanced Film and Video Production**  
This course is a continuation of COM 260. (3 credits)
- 265 Audio Production**  
This course provides basic instruction and practical experience in the preparation, direction, production, and editing of sound and music for radio, sound tracks, films, and other uses. (3 credits)

- 301 Communication Theory**  
This course is an overview of theoretical perspectives on the dimensions and forms of communication in diverse contexts such as interpersonal, group, organizational, and rhetorical. Prerequisite: COM 111. (3 credits)
- 333 Communication Law and Ethics**  
This course examines the ethical and moral dimensions of human communication, exploring dilemmas in interpersonal, group, and mediated communication, with special reference to problems encountered in communications professions. Biblical criteria are used in the critique of these issues. Case studies serve as resources for study and discussion. Prerequisite: COM 111 and PHL 101. (3 credits)
- 340 Persuasion and Attitude Change**  
This course examines the basic theories and techniques of influence, providing the student with a critical awareness of the nature, function, and scope of persuasion. The class covers such concepts as attitudes, credibility, resistance to persuasion, ethics, logic and argumentation, and propaganda. (3 credits)
- 345 Organizational Communication**  
The nature and process of communication in modern organizations are examined, including the pragmatic implications of organizational communication theories as they relate to understanding organizations and implementing change strategies. Attention is also given to applied business communication such as interviewing, personnel relations, and negotiation. (3 credits)
- 350 Communication Tutorial**  
Tutorials are research-intensive courses in which students work in pairs with an individual professor, meeting weekly to present their research. Tutorials may involve attendance at lectures (on or off campus). Topics will vary; more than one tutorial may be taken if the subject matter is different. Normally tutorials will be taken by communications majors in their junior or senior year, though communications minors, sophomore communications majors, and non-majors may take communication tutorials with permission of the tutor. (3 credits)
- 360 Rhetorical Theory**  
This course provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Attention is given to the critical and theoretical analysis of human discourse in modern society. (3 credits)
- 365 Theology in Hollywood\***  
This course encourages the development of the necessary skills for analysis of the culture of Hollywood, its role in popular culture and the theological intersections therein. The course seeks theological engagement with the culture of Hollywood and cinema by investigating some of the social, ethical, and psychological implications of film upon theology. The course is presented in four modules, each building on the content of the previous module: 1) an analysis of the culture of Hollywood; 2) a study of theology/Bible and engagement with Hollywood

and cinema; 3) Christian ethics and the culture of Hollywood; and 4) a capstone examination of Christian vocation in Hollywood. All students participate in a team-taught lecture seminar led by a professor of theology. Students also participate in small group tutorials, service learning, and discussions. (4 credits) (offered through the Los Angeles Film Studies Program)

**367 Hollywood Production Workshop\***

Students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to enable the finished production to qualify for festival submission. The course offers students the opportunity to make a motion picture production using Hollywood locations, resources, and protocol. Students participate in a competitive vetting process of scripts, pitches, and meetings much like the process of the professional industry. For example, those who want to direct submit reels for review by a selection panel. This course operates as a community-building experience in which all students participate in at least one key role in the production process. The course also offers small group tutorials for each student's production position. The workshop environment is specifically designed to meet the needs of both novice and experienced students. The major emphases of the course are the importance of each contribution to a production, the process of production, and effective production management. This course compliments the more specialized, skill-focused elective courses and is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry. (3 credits) (offered through the Los Angeles Film Studies Program)

**373 Motion Picture Production\***

This is an intense, hands-on course in short film production. Students individually write, shoot, direct and edit their own projects. Visual storytelling is achieved through developing skills in directing, cinematography and editing. The course is designed to enable both novice and advanced students to develop their integration of story with technical skill. The course is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry. (3 credits) (offered through the Los Angeles Film Studies Program)

**375 Professional Screenwriting\***

This is a course in contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students complete a full-length screenplay for a feature film or "movie-of-the-week." Whether novice or advanced, students are expected to develop and improve their skills. Emphasis is given to the role of Christian faith and values as they relate to script content. The course is taught by a working, credited Christian screenwriter. (3 credits) (offered through the Los Angeles Film Studies Program)

**377 Independent Study at LAFSC\***

This course may be setup by special request and arrangement. In order to be considered students may submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor who is a professional in the Hollywood industry to supervise the project. Projects could include further development of a portfolio or reel, critical research, or a senior thesis project. (3 credits) (offered through the Los Angeles Film Studies Program)

- 380 Interpersonal Communication**  
 This course offers an in-depth analysis of dyadic interaction. Initial and developing relational sequences are highlighted. Such topics as self-disclosure, intimacy, trust, and interpersonal influence are discussed. Current developments in theory and research in the area of interpersonal communication are also stressed. (3 credits)
- 385-395 Special Topics in Communication**  
 These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)
- 400 Capstone Course in Communication**  
 TBD
- 450 Field Experience**  
 The student will undertake an internship with a direct connection to communication studies. This course is an internship for one semester in an off-campus location that provides students with real-life experience in applying their communication major. Students may also be required to regularly meet (at the discretion of the overseeing professor) with professors and/or other students regarding internship experiences, current issues in the field of communication, and to develop skills for the job-seeking process. Prerequisite: Open to juniors and seniors by permission of the overseeing professor. (3-6 credits)
- 451 Internship: Inside Hollywood\***  
 Students participate in an internship experience in some aspect of the Hollywood entertainment industry. These are nonpaying positions primarily in an office setting such as development companies, agencies, management companies, post-production facilities, etc. Students work 20 to 24 hours a week, spread over a three day schedule and accumulate 200-250 hours for the semester. Orientation to the internship includes an overview of the creative and operational aspects of the Hollywood entertainment business, including the Christian's role working therein. The internships do not include positions on actual filmmaking locations. Instead, students work in offices as support personnel to producers, writers, directors, agents, post-production personnel, and others involved in the total process of producing and distributing a major motion picture. LAFSC provides interns to many of the major companies within Hollywood. (6 credits) (offered through the Los Angeles Film Studies Program)

\*These courses will be offered through the Los Angeles Film Studies Center Semester.



## Cultural Studies (CUL)

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From the beginning God gave mankind the responsibility to have dominion over the world in a God-honoring human culture. Mankind's fall into sin greatly complicated this task. Over time sinful humans developed many different cultures reflecting both their religious commitments and their insights into God's world. The discipline of cultural studies seeks to understand the character and varieties of human culture, appreciate their strengths, and evaluate them according to biblical standards.

A minor in Cultural Studies equips one for service, ministry, work and living in a culturally diverse world. Students interested in missions, social service, education, international business and a variety of other callings and vocations would benefit from courses in cultural studies.

### **Cultural Studies Minor (21-23)**

#### *Cultural Studies Core (9):*

BTS 345	Major World Religions	3
GEO 205	World Geography	3
SOC 153	Cultural Anthropology	3

#### *Cultural Studies minors must choose four of the following courses (12-14):*

BTS 348	World Missions	3
BUS 330	International Business and Economics	3
CHN 101	Introductory Chinese I	4
CHN 102	Introductory Chinese II	4
EDU 203	Student Diversity and Variability	3
HIS 335	East Asian History and Politics I	3
HIS 336	East Asian History and Politics II	3
HIS 345	Latin American History and Politics I	3
HIS 346	Latin American History and Politics II	3
HUM 327	The Humanities in Latin America	3
HUM 337	The Humanities in East Asia	3
SOC 345	Latino Culture in America	3
SOC 355	Asian Cultural in America	3
SPN 201	Intermediate Spanish I*	3
SPN 202	Intermediate Spanish II*	3

\*Students who have not met the prerequisite for SPN 201 must complete the 8 unit sequence of SPN 101 and 102 prior to completing SPN 201 and 202.

## Economics (ECO)

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### **COURSES**

#### **211 Microeconomics**

This course is the study of allocation of scarce resources at the level of the individual, the household, and the firm. Included are human motivation and preferences, the market, the

function of prices, supply, demand, perfect and imperfect competition, and selected policy questions. Christian perspectives on the nature of mankind, market outcomes, the role of government, and the presuppositions of modern economic analysis are explored. (3 credits)

### **212 Macroeconomics**

This course is an introduction to the major problems facing national economies: inflation, unemployment, growth, and poverty. The role of fiscal, monetary, and other government policies is examined. Christian perspectives on mankind's stewardship responsibilities are explored. (3 credits)

## Education (EDU)

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Education is the avenue through which children and young people are nurtured toward and equipped for their callings from God in His world. Biblical nurture involves both instruction and correction in the Lord (Ephesians 6:4). Knowledge, skills, and values are taught that enable the next generation to assume its proper role and responsibility in advancing the kingdom of God in each particular time and place (Psalm 78:1-8; Matthew 6:33). The talents and gifts of individual students, functioning as members of Christ's body, are discovered and developed for service.

The education core at Providence Christian College is specially designed to equip students to be able to teach from a distinctly reformed perspective in a manner that exalts the person and lordship of Jesus Christ and is central to all thought and practice. Throughout the program students will be given opportunities to observe and serve in local Christian schools under the mentoring guidance of master Christian teachers. The goal of the program is to prepare students to teach in Christian schools, church education programs, and home school settings. Students will be trained to teach in a biblically faithful, kingdom-advancing, and God-glorifying manner in such a way that "teaching Christianly" will have become second nature to them.

The teacher education program begins with the education core which lays a solid foundation for teaching in a variety of Christian settings. Students who do not wish to use their education core as preparation for teaching in a school can still use the courses to complete the education minor which will give them a strong foundation to serve in a church education program or home school setting. Those students who choose to use their core to prepare for teaching at either the elementary (K-8) or secondary (6-12) level must complete an education concentration. Those who want to teach at the elementary level are to take the Liberal Studies major, the Education core, and an Elementary Concentration. Those who want to teach at the secondary level must major in one of Providence's other majors, complete the Education core and the Secondary Concentration.

Providence has been granted recognition by ACSI (Association of Christian Schools International). Providence's education program will prepare students for ACSI teaching certification. Therefore, students will be prepared to teach in Christian schools in North America and all over the world. Once Providence achieves regional accreditation, any student wishing to be certified through the state of California should, upon graduation from Providence, enroll in a fifth year credential program at a college or university approved by the California Commission on Teacher Credentialing.

**Education Core (All students interested in teaching must complete the education core) (17):**

EDU 101	Foundations of Education	3
EDU 201	Psychology of Lifespan Development*	3
EDU 202	Educational Psychology	3
EDU 300	Student Diversity and Exceptionality	3
EDU 301	Curriculum and Instruction	3
EDU 305	Technology for Educators	2

\*This course fulfills 3 credits of the Liberal Studies major requirements.

Students must select one of the following concentrations:

***Elementary Education Concentration (28):***

EDU 310	Teaching of Reading	2
EDU 321	The Arts for the Elementary Grades	1
EDU 322	Bible for the Elementary Grades	1
EDU 323	Health and Physical Fitness for the Elementary Grades	1
EDU 324	Language Arts for the Elementary Grades	2
EDU 325	Mathematics for the Elementary Grades	1
EDU 326	Science for the Elementary Grades	1
EDU 327	Social Studies for the Elementary Grades	1
EDU 400	Capstone Course in Education	3
EDU 450	Field Experience	12

*Students must choose one course from the following:*

EDU 312	Children and Adolescent Literature	3
HIS 351	History of California	
EDU 360	Church Education	
EDU 361	Home School Education	
EDU 365	Educational Leadership	
EDU 385-395	Special Topics in Education	

<b>Total Liberal Studies major credits</b>	69-71
<b>Education Core</b>	17
<b>Elementary Education concentration**</b>	28
<b>Core requirements remaining</b>	9-12
<b>Electives</b>	<u>0-3</u>
<b>Total:</b>	126-128

\*\*It is recommended that those interested in home school education also enroll in EDU 361.

***Secondary Education Concentration (20):***

EDU 304	Instructional Strategies (Secondary)	3
EDU 450	Field Experience	12

\*Students with a Secondary Education Concentration need to complete the capstone in their major; this typically would be taken concurrently with EDU 450.

One secondary methods course from major:		2
BTS 325	Methods of Teaching Bible in the Secondary Grades	
BUS 325	Methods of Teaching Business in the Secondary Grades	
COM 325	Methods of Teaching Communication in the Secondary Grades	
ENG 325	Methods of Teaching English in the Secondary Grades	
HIS 325	Methods of Teaching History in the Secondary Grades	
SCI 325	Methods of Teaching Science in the Secondary Grades	

One Elective from the following:		3
EDU 312	Children and Adolescent Literature	
EDU 360	Church Education	
EDU 361	Home School Education	
EDU 365	Educational Leadership	
EDU 385-395	Special Topics in Education	
HIS 351	History of California	

<b>Content major*</b>	42-48
<b>Education Core</b>	17
<b>Secondary Education concentration</b>	20
<b>Core requirements remaining</b>	42-57
<b>Electives</b>	<u>0-2</u>
<b>Total:</b>	126-136

\*See single subject major descriptions. Credit numbers vary based on the chosen content major.

\*\*It is recommended that those interested in home school education also enroll in EDU 361.

**Education Minor (21):**

EDU 101	Foundations of Education	3
EDU 201	Psychology of Lifespan Development **	3
EDU 202	Educational Psychology	3
EDU 300	Student Diversity and Exceptionality	3
EDU 301	Curriculum and Instruction	3
Two EDU electives- at least one course 300 level or higher		6

\*\*This course fulfills 3 credits of Core requirements.

***Church Education Leadership Minor (25):***

EDU 101	Foundations of Education	3
EDU 201	Psychology of Lifespan Development**	3
EDU 301	Curriculum and Instruction	3
EDU 360	Church Education	3
EDU 365	Educational Leadership	3

\*\*This course fulfills 3 credits of core requirements.

*Students must fulfill the minor by taking at least 10 credits from the following:*

BTS 315	History of Christianity I	3
BTS 316	History of Christianity II	3
BTS 325	Methods of Teaching Bible in the Secondary Grades	2
COM 301	Communication Theory	3
COM 345	Organizational Communication	3
EDU 322	Bible for the Elementary Grades	1
EDU 361	Home School Education	3
EDU 385-95	Special Topics in Education	1-3
EDU 400	Capstone Course in Education	3
EDU 451	Field Experience	3-6

## **COURSES**

### **101 Foundations of Education**

This introductory course provides a context for the educational enterprise, primarily focusing on the history and philosophy of education. The Bible is examined to determine biblical norms for education, and a philosophy of education based on these norms is developed. The history of education in America (both public and Christian schools) is explored. An answer is sought to the question: Is God calling me to be a teacher? (3 credits)

### **201 Psychology of Lifespan Development**

This course provides an opportunity for the student to explore and evaluate both secular and Christian theories related to the study of human development and the self. The course will examine biological, cognitive, spiritual, and psychosocial perspectives of our growth and maturation from conception to old age. The student will utilize research, observation, interviews, field work, and self-evaluation to gain a more comprehensive understanding of their own experience as a person in relationship with God, others, and creation. (3 credits) (Cross-listed as PSY 201)

### **202 Educational Psychology**

This course answers the epistemological question: How does a student know? This course will primarily focus on the application of psychology as it is applied to teaching. All aspects of the educational process, including motivation, classroom management, preparation, and pedagogy will be evaluated through a psychological lens. Special emphasis is placed on a biblical approach both to knowing and to truth. Prerequisite: EDU 201. (3 credits) (Cross-listed as PSY 202)

### **300 Student Diversity and Exceptionality**

This course equips future teachers with the knowledge and skills required to meet the educational needs of students from diverse cultural and socio-economic backgrounds as well as those with exceptionality in abilities or disabilities. Prerequisites: EDU 202, or permission of the instructor. (3 credits) (Formerly identified as EDU 203.)

- 301 Curriculum and Instruction**  
This course develops an orientation and worldview for a school's curriculum that emerges from or is in harmony with the Bible and the previously developed philosophy of education. It explores the ways in which a biblical view of truth and knowledge influences curriculum design and application. Special emphasis will be placed on equipping students to write integrated units, assessments, and lesson plans that implement a school's mission statement and core values. Prerequisite EDU 101 (3 credits)
- 304 Instructional Strategies (Secondary)**  
This course develops instructional strategies for secondary (7-12) teachers in their particular areas of disciplines or areas of concentration. Emphasis is placed on the development of strategies or methods that are in harmony with biblical norms, the nature of the student, the nature of the discipline, the ways students learn/know, and the unique dispositions of the teacher. Prerequisites: EDU 301. (3 credits)
- 305 Technology for Educators**  
This course prepares students to integrate technologies in teaching, learning, assessment, and the school curriculum. Students develop competence in planning and designing learning environments and experiences that use technologies, and in using technologies in professional growth and productivity. The course addresses social, ethical, and legal issues in developing a Christian perspective on the use of technology. Prerequisite: EDU 202. (2 credits)
- 310 Teaching of Reading**  
This course is designed to provide a foundation to the teaching of reading in the elementary school. It includes a general survey of approaches to reading instruction along with a critical analysis of those approaches. The skills taught focus on those competencies that are essential regardless of the grade level taught. (2 credits)
- 312 Children and Adolescent Literature**  
The course explores the vast resources in children's literature and demonstrates appropriate ways of making literature a delight for young children. In addition, this course incorporates a general survey of both traditional and contemporary authors and works from the adolescent literature genre. (3 credits)
- 321 The Arts for the Elementary Grades**  
This course explores the relationship and integration of music, art, and drama to other subjects within the elementary school. The importance of the arts in education is emphasized. (1 credit)
- 322 Bible for the Elementary Grades**  
This course presents strategies for teaching Bible in the elementary grades of the Christian school. This workshop will present and evaluate strategies for Bible instruction, including incorporating biblical concepts throughout the elementary curriculum. Prerequisite BTS 111, 112, 211, 212. (1 credit)

- 323 Health and Physical Fitness for the Elementary Grades**  
This course focuses on the health program within the elementary school, basic motor learning through sequential movement education principles, childhood growth and development, and their significance to the overall learning and development of elementary age children. (1 credit)
- 324 Language Arts for the Elementary Grades**  
This course provides a foundation to the teaching of reading as a language art and demonstrates the relationship of language arts to the various subjects in the elementary school. Students learn strategies and techniques for assessing and differentiating instruction to meet the wide range of reading and writing levels found in elementary classrooms. Prerequisite: EDU 202. (2 credits)
- 325 Mathematics for the Elementary Grades**  
This course is a workshop in the teaching of mathematics in the elementary grades that focuses on goals, methods, materials, and assessment procedures. The emphasis is on the use of manipulatives in the teaching of mathematics concepts. Prerequisite: MAT 102. (1 credit)
- 326 Science for the Elementary Grades**  
This course focuses on teaching science geared towards the elementary grades. A special emphasis will be placed on utilizing hands-on, age appropriate experiments and discovery methods in science education. Prerequisite: SCI 113 and 114. (1 credit)
- 327 Social Studies for the Elementary Grades**  
This course evaluates history, social studies, and geography instruction in the elementary grades. Students will discuss and evaluate current practices of social studies education. (1 credit)
- 360 Church Education**  
This course examines the Sunday school movement historically in America and equips students to deal with the special challenges that face a church education program, i.e., curriculum choice, classroom management, Sunday school teacher training, effective classroom management, etc. (3 credits)
- 361 Home School Education**  
This course examines the Home School movement historically in America and equips students to deal with the special challenges that face families who choose to home school. This course will equip students to be effective home school educators. (3 credits)
- 365 Educational Leadership**  
This course explores the theory and practice of educational leadership. The focus is primarily upon preparing students to become effective K-12 administrators; however, application can be made to train for leadership in church education programs. (3 credits)

**385- Special Topics in Education**

**395** These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. Each summer Providence offers a summer education class for continuing education units for local Christian teachers; this can also be taken by education students for credit. (1-3 credits)

**400 Capstone Course in Education**

Students will work closely with an education faculty member on an in-depth investigation of a current issue in education. This capstone project will display the student's ability to analyze an education topic from a Christian perspective. This course will emphasize proper writing and research techniques in creating a significant literature review and analysis paper. Prerequisite: Senior standing as an education student. (3 credits)

**450 Field Experience**

Students are placed for a one-semester student teaching internship within a Christian school that provides them the opportunity to practice what they have been taught in the Teacher Education Program. During this internship the student will be working closely with a Christian K-12 teacher in all facets of teaching; in addition the student will meet regularly with and be evaluated by an Education professor. Prerequisite: Senior standing as an education student. (12 credits)

## English (ENG)

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Language deals with words, a primary medium of communication. God has communicated to us through words: the word for creation (Hebrews 1:3), the Word in Scripture (2<sup>nd</sup> Timothy 2:15, 3:16-17), and the Word Incarnate (John 1:1). Words are important instruments for advancing the kingdom of God, for fulfilling the Cultural Mandate, and for sharing the good news of Jesus Christ. Words communicate facets of creation, relationships between people, and cultural expressions. Words are part of being human—being human image bearers of God.

A major in English equips one to work with words, as a teacher, a writer, a speaker, an editor, or as one who simply appreciates the craftsmanship of the written word. A major in English also teaches one how to think and read critically, to enter imaginatively into another's story, and thus serves as a basis for students to work as ambassadors of shalom in our world.

### Department Mission and Student Learning Outcomes

**Mission Statement:**

The English department at Providence Christian College exists to prepare students to usher others into reflective community as well as helping students to become more articulate human beings who think, read and write with both truth and grace.



**Student Learning Outcomes:**

1. Critical thinking: Research and analyze primary and secondary texts
2. Competent writing: Demonstrate the ability to analyze and synthesize material in a competent manner.
3. Development of sympathetic imagination: Demonstrate sympathetic contextualization of material through reading, discussing and writing about literature
4. Reformed perspective: Demonstrate how literature can be understood within the paradigm of creation, fall and redemption.

**English Major (42)**

**English Core (21):**

ENG 101	Composition: Writing and Research*	3
ENG 201	Introductory Studies in Literature*	3
ENG 210	Approaches to Literary Study	3
ENG 321	Advanced Expository Writing	3
ENG 350	English Tutorial	3
ENG 352	Introduction to Literary Theory	3
ENG 400	Capstone Course in English	3

\*ENG 101 and 201 fulfill 6 credits of Core requirements.

**Students select *one* of the following concentrations:**

**Literature Concentration (21):**

ENG 211	American Literature to 1865	3
ENG 212	American Literature from 1865	3
ENG 221	British Literature I	3
ENG 222	British Literature II	3

*Literature Concentration students must choose two of the following:* 6

ENG 311	Non-Western Literature	
ENG 331	Transatlantic Comparisons	
ENG 341	Studies in World Literature	
ENG 385-95	Special Topics in Literature	

*Electives in Literature:* 3

ENG Elective (to be approved by the English faculty)

<b>English Core</b>	21
<b>Literature Concentration</b>	21
<b>Core requirements remaining</b>	54-60
<b>Electives</b>	<u>24-30</u>
<b>Total:</b>	126

**Writing Concentration (21):**

ENG 271	Introduction to Creative Writing: Poetry and Prose	3
ENG 301	Poetry Writing	3

*Cognate Course:* 3

COM 241 Introduction to Journalism

OR

COM 242 Print Journalism

*Electives in Writing:* 12

*Two American or British literature electives from the following:*

ENG 211 American Literature to 1865

ENG 212 American Literature from 1865

ENG 221 British Literature I

ENG 222 British Literature II

*Two additional electives in literature from the following:*

ENG 311 Non-Western Literature

ENG 331 Transatlantic Comparisons

ENG 341 Studies in World Literature

ENG 345 Single Author

ENG 385-95 Special Topics in Literature

**English Core** 21

**Writing Concentration** 21

**Core requirements remaining** 54-60

**Electives** 24-30

**Total:** 126

**English Major/Secondary Education Concentration (74)**

*Students planning on seeking a teaching credential for secondary education should take the following:*

**English Major Requirements\*** 42

**Core Requirements remaining** 51-57

**Secondary Education Requirements\*\*** 37

**Electives** 0

**Total:** 130-136

\*Literature Concentration is strongly recommended.

\*\*Please see the Education Department course listings

## **English Minor (18)**

ENG 101	Composition: Writing and Research*	3
ENG 201	Introductory Studies in Literature*	3
ENG 210	Approaches to Literary Study	3
ENG Elective (subject to approval by English faculty)		3
Students must choose two courses from the following options:		6
Either one British Literature course (ENG 221 or ENG 222)		
And/or one American Literature course (ENG 211 or ENG 212)		
And/or one Comparative Literature course (ENG 311, 331, 341 or 385-395)		

\*ENG 101 and 201 fulfill 6 credits of Core requirements.

## **COURSES**

### **100 Fundamentals of Grammar and Composition**

This course provides instruction in grammar and writing and is intended as preparation for English 101, which must be taken the subsequent semester. Students who are required to take this course in order to be admitted to English 101 must pass it with a grade of C or higher. (credit/no credit)

### **101 Composition: Writing and Research**

In this course, students learn to write college-level narrative, descriptive, analytical and persuasive essays, and end the semester with an academic research essay. Prose structure and style are discussed in light of William Zinsser and E. B. White. Prerequisite: ACT-English score of 18 or higher, or and SAT-Verbal score of 460; alternately three or more years of college preparatory English with grades of a C+ or above, or a grade of C or above in English 100 (3 credits).

### **201 Introductory Studies in Literature**

This course samples literary works from different historical periods with an emphasis on the fundamental elements of literature and methods of reading. Discussion topics include the genres of literature and their conventions, the tools authors use to create meaning and effect, the ways readers can interpret and respond to texts, and the role of imaginative literature in shaping culture. (3 credits)

### **210 Approaches to Literary Study**

This course will provide the student with a framework for further work in literary studies. The student will gain skills in evaluating, reflecting on and writing about both primary literary texts and secondary criticism. A few novels of the instructor's choosing will help to orient the course around pertinent themes and subject matter. Prerequisite: ENG 101. (3 credits)

### **211 American Literature to 1865**

This course will provide a survey of significant works in American literature from Native American writing, colonial writing and pamphleteering, as well as works by Brown, Irving, Cooper, Emerson, Fuller, Poe, Hawthorne and Melville. Attention will be paid to defining Enlightenment and Romantic writing in American literature. Prerequisites: ENG 101. (3 credits)

- 212 American Literature from 1865**  
This course surveys American literature since the Civil War—from naturalist authors Walt Whitman, Mark Twain, Edith Wharton, and others, to modernists such as Gertrude Stein and T. S. Eliot, to the Beats and the rise of Pop, to the many styles of postmodern theater, short story, poem, television, film and net-based writing, including David Mamet, John Ashbery, and Richard Ford. Prerequisites: ENG 211. (3 credits)
- 221 British Literature 1**  
This course surveys British literature from the Middle Ages to the late eighteenth century. Prominent works by Chaucer, Shakespeare, Milton, Spenser, Locke, and Boswell will be discussed as well as these works' historical context. Prerequisites: ENG 101. (3 credits)
- 222 British Literature II**  
This course surveys major works of British literature from the late-eighteenth century to the present. Attention will be paid to identifying elements of the literary periods of the Enlightenment, Romanticism, Modernism and Postmodernism. Prerequisite: ENG 101. (3 credits)
- 231 Linguistics**  
This course is an introduction to modern linguistics, particularly generative-transformational grammar. It focuses on the nature of language and the major components of grammar: phonology, morphology, and syntax. Much time is devoted to analysis of languages. (3 credits)
- 251 Introduction to Theater**  
TBD
- 271 Introduction to Creative Writing: Poetry and Prose**  
This introductory course in creative writing will enable students to gain practice writing both poetry (in various forms) and prose (both short stories and expository writing). Examples of prominent prose and poetry writers will be studied and evaluated alongside a student's own work. Prerequisites: ENG 101 and 201. (3 credits)
- 301 Poetry Writing**  
This course will continue from ENG 271 and allow the student to specialize in poetry writing, gaining skills in rhyme, meter and more difficult poetic forms. Further work in poetics will also be explored. Prerequisites: ENG 101, 201 and 271. (3 credits)
- 302 Contemporary Poetics**  
This course exposes students to the world of contemporary American and British poetry (circa 1960-present). In addition to reading poetic works by individual authors, students will explore schools and movements, journals, and cultural institutions connected with contemporary poetry. Students will be asked to try their hand at poetry as well as to keep a portfolio of writing and attend three-four live readings. (3 credits)

- 310 Teaching of Reading**  
This course is designed to provide a foundation to the teaching of reading in the elementary school. It includes a general survey of approaches to reading instruction along with a critical analysis of those approaches. The skills taught focus on those competencies that are essential regardless of the grade level taught. (2 credits) (Cross-listed as EDU 310)
- 311 Non-Western Literature**  
As one of the comparative courses on offer, Non-Western Literature will help to broaden a student's literary education that is usually based solely on the Anglo-American tradition. The course will rotate according to the instructor's preferences; possible topics may include: African Literature, Jewish Literature, Indian literature, Ancient Greek literature, or Pacific literature. Prerequisites: ENG 101, 201 and 210. Concurrent enrollment in ENG 210 is acceptable. (3 credits)
- 312 Children and Adolescent Literature**  
The course explores the vast resources in children's literature and demonstrates appropriate ways of making literature a delight for young children. In addition, this course incorporates a general survey of both traditional and contemporary authors and works from the adolescent literature genre. (3 credits) (Cross-listed as EDU 312)
- 315 Language Arts for the Elementary Grades**  
This course presents reading as a language art and demonstrates the relationship of language arts to the various subjects in the elementary school. Students learn strategies and techniques for assessing and differentiating instruction to meet the wide range of reading and writing levels found in elementary classrooms. Prerequisite for elementary education majors: EDU 310. (2 credits)
- 321 Advanced Expository Writing: Argument**  
This advanced writing seminar continues to hone students' writing after they have learned the basics of college prose in "ENG 101: Composition." It focuses on argument structure, Aristotelian rhetoric, the Toulmin Method, point of view, logic and fallacy, use of evidence, rebuttal/refutation, and effective oral presentation of argument. Prerequisites: ENG 101. (3 credits)
- 331 Transatlantic Comparisons**  
This course will look at comparison between different national literary traditions of those countries bordering the Atlantic Ocean. The Anglo-American relationship will be primarily studied, while attention to Continental Europe, South America, Africa and the Caribbean will be available to the student in research projects. Prerequisites: ENG 101, 201 and 210. Concurrent enrollment in ENG 210 is acceptable. (3 credits)
- 341 Studies in World Literature**  
This course will provide a broad exposure to literature from around the world. Alongside focus on poetry and prose from various continents, some initial work in effective comparison as well as how globalization affects literary study will be examined. Prerequisites: ENG 101, 201 and 210. Concurrent enrollment in ENG 210 is acceptable. (3 credits)

- 345 Single Author**  
This course will allow the student to read a significant portion of an author's oeuvre. Authors may include Shakespeare, Milton, Chaucer or more contemporary authors. Prerequisites: ENG 101, 201 and 210. (3 credits)
- 350 English Tutorial**  
Tutorials are research-intensive courses in which students work in pairs with an individual professor, meeting weekly to present their research. Tutorials may involve attendance at lectures (on or off campus). Topics will vary; more than one tutorial may be taken if the subject matter is different. Normally tutorials will be taken by English majors in their junior or senior year, though English minors, sophomore English majors, and non-majors may take English tutorials with permission of the tutor. (3 credits)
- 352 Introduction to Literary Theory**  
This course will provide an introduction to literary theory, allowing the student a chance to grapple with current theory and its affect on literature and faith. Structuralists and poststructuralists will be studied as well as Freudian, Marxist and Feminist readings of texts. The student will be able to apply a Christian worldview to these topics. Prerequisites: ENG 101, 201, and 210. (3 credits)
- 385-395 Special Topics in Literature**  
These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. Sample topics may include: Women and Literature; Literature and the Environment; Theology and Literature; and Race and Literature. Prerequisites: ENG 101, 201 and 210. (1-3 credits)
- 400 Capstone Course in English**  
As a capstone for English majors, students will work closely with the English faculty on an in-depth research project relating to a topic in the English discipline. The student(s) will meet regularly with the professor on a topic of his/her choice and the student's work will culminate in a major piece of original scholarly work. Additionally some of the course will aim at synthesizing the English major up to this point for the student, so that a student will be able to develop and articulate a Christian framework on literature and writing. This will be tailored to meet the needs of the student's particular interest and subsequent project. Prerequisites: Senior standing as an English major. (3 credits)
- 450-451 Field Experience**  
The student will undertake an internship with direct connection to his or her English major. Prerequisite: Senior standing as an English major. (3-6 credits)

## Geography (GEO)

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### COURSES

**205 World Geography**

This course analyzes the earth's principal culture regions from a geographic perspective. These areas are examined in the light of several foundational geographic themes: The locational organization of physical and cultural features, society-land relationships, cultural landscapes, and patterns of spatial interaction among and within regions. (3 credits)

## Greek (GRK)

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### COURSES

**101 Beginning Greek I**

This course is a beginning study of New Testament Greek with emphasis on the essentials of grammar and basic vocabulary. (4 credits)

**102 Beginning Greek II**

This course is a continuation of GRK 101. It includes the reading of selected prose passages. Completion of this course allows students to read the New Testament with the help of a grammar and a dictionary. Prerequisite: GRK 101. (4 credits)

**205 Intermediate Greek I**

This course includes a study of all the major categories of Greek syntax, translation and analysis of extended portions of the Greek New Testament, and vocabulary building. Prerequisite: GRK 102. (3 credits)

**206 Intermediate Greek II**

This course is a continuation of GRK 205. It involves an in-depth exegetical study of one of the letters of Paul, and continued vocabulary work. Prerequisite: GRK 205. (3 credits)

**301 Greek Reading**

Intended to help students maintain Greek proficiency, this course consists in reading through one or more books of the New Testament, with basic translation and grammatical analysis. (1 credit)

## Health and Physical Education (HPE)

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## COURSES

### *Personal Health Fitness*

**101 Walking/Jogging**

This course introduces lifetime physical fitness principles through low-impact walking and an introduction to jogging. Student experience includes both indoor and outdoor walking routines with the inclusion of boxing and kickboxing elements. Course fee: \$15.00 (1 credit)

**102 Racquetball**

This course introduces lifetime physical fitness principles through the sport of racquetball. Students will learn the fundamental skills and rules of racquetball in a fitness-based setting. Course fee: TBD (1 credit)

**103 Basketball**

This course introduces lifetime physical fitness principles through the sport of basketball. Students will learn the fundamental skills and rules of basketball in a fitness-based setting. (1 credit)

**104 Fitness & Wellness**

This course introduces lifetime physical fitness and wellness principles through a combination of lecture and physical activity. Students will examine the Seven Dimensions of Wellness in an effort to make healthy lifestyle choices. (1 credit)

**105 Cycling**

TBD

**106 Aerobic Exercise**

This course introduces lifetime physical fitness principles through the activity of aerobics. Students will learn fundamental movement skills and flexibility and strength training concepts in a fitness-based setting. (1 credit)

**107 Weight training**

TBD

**108 Lap swimming**

TBD

**109 In-line skating**

TBD

### *Leisure and Lifetime*



- 111 Badminton**  
This course introduces the leisure and lifetime concept through the sport of badminton. Students learn the fundamental skills and rules necessary to participate in badminton at the recreational level. (1 credit)
- 112 Tennis**  
This course introduces the leisure and lifetime concept through the sport of tennis. Students learn the fundamental skills and rules necessary to participate in tennis at the recreational level. (1 credit)
- 113 Bowling**  
This course introduces the leisure and lifetime concept through the sport of bowling. Students learn the fundamental skills and rules necessary to participate in bowling at the recreational level. Course fee: TBD (1 credit)
- 114 Golf**  
This course introduces the leisure and lifetime concept through the sport of golf. Students learn the fundamental skills and rules necessary to participate in golf at the recreational level. Course fee: TBD (1 credit)
- 115 Volleyball**  
This course introduces lifetime physical fitness principles through the sport of volleyball. Students will learn the fundamental skills and rules of volleyball in a fitness-based setting. Course fee: TBD (1 credit)
- 116 Outdoor Adventure: Hiking & Backpacking**  
This course is designed to give the student a general overview of and experience in hiking and backpacking. With these skills the student will be able to spend time in the backcountry in appreciation and exploration of God's wonderful creation. Through a series of lectures, class activities, day hikes, and overnight outings, the student will develop hands on understanding of how to efficiently and safely experience backcountry travel. Throughout the course, the student will learn how to: travel and camp comfortably, deal with injuries, cook in the outdoors and simultaneously appreciate and protect the environment. Course fee: TBD (1 credit)
- 117 Skiing**  
TBD
- 118 Sailing**  
TBD

**Team Sports**

- 120 Soccer**  
TBD

- 121 Baseball**

TBD

122     **Softball**  
TBD

**Other courses:**

**385-     Special Topics in Health and Physical Education**

**395**     These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

## Hebrew (HEB)

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### COURSES

**101     Beginning Hebrew I**

This course is an introductory study of biblical Hebrew with emphasis on word formation, vocabulary, and basic syntax. Some reference is made to Modern Hebrew. (3 credits)

**102     Beginning Hebrew II**

This course is a continuation of HEB 101. Prerequisite: HEB 101. (3 credits)

## History (HIS)

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The History Department of Providence Christian College exists to prepare students to serve in a variety of callings by nurturing a community of learners characterized by historical consciousness, critical interpretative skills, and an integral Christian perspective. History is the story of human development of creation, discerned through critical examination of surviving evidence of past actions (stories, texts, artifacts, and environmental impact) and interpreted in light of the historian's fundamental worldview commitments. From a Christian perspective, the ultimate narrative that gives all other narratives meaning is the story of creation, fall, redemption, and final consummation. The history department seeks to instill in students an abiding curiosity in all aspects of human experience and a desire to arrive at deeper understanding of cultural development, human interconnectedness, and the dynamic interplay of continuity and change.

A major in history equips one for teaching, research, graduate and professional (including law and divinity) school, government service, and any field that requires higher-level thinking, analysis, and breadth of perspective.

### Department Mission and Student Learning Outcomes

### **Mission Statement:**

The History Department provides students with the tools for understanding the development of human culture, understood as the working out of basic worldview commitments, in time and space in light of God's created order. The conceptual model utilized by the history department is one that privileges the Christian themes of creation, fall, redemption, and consummation.

### **Student Learning Outcomes:**

#### *Biblical Perspective*

1. Articulate a biblical perspective on historical study.
2. Interpret and understand historical narratives within the framework of Creation, Fall, and Redemption.
3. Discern the underlying material conditions and core belief commitments that direct historical development from a conceptual framework that presupposes providence.

#### *Academic Development*

1. Analyze the past and present with a sense of historical consciousness and familiarity with the major themes and events in western and non-western history.
2. Engage in research, analyze interpretations, draw conclusions, and respectfully appreciate alternative perspectives.
3. Communicate with clarity and precision in oral and written formats.

#### *Community Connectedness*

1. Understand and appreciate ethnic and cultural diversity in the context of historical continuity and change.

#### *Kingdom Service*

1. Critically engage current events, challenges, and controversies from a broad historical and Christian perspective and seek to serve as faithful agents of renewal and reconciliation in the areas of politics, business, law, and education.

#### *Stewardship and Accountability*

1. Act ethically, responsibly, and faithfully in pursuit of students' vocations in service to God and humanity.

### **History Major (42)**

#### ***History Core (21):***

HUM 111*	Civilization and Culture I	3
HUM 112*	Civilization and Culture II	3
HIS 211*	American Civilization: Early Encounters to 1865	3
HIS 212*	American Civilization: 1865 to Present	3
HIS 300	Historiography	3
HIS 350	History Tutorial	3
HIS 400	Capstone Course in History	3

\* These courses fulfill 12 credits of Core requirements, specifically HUM 111, 112 and HIS 211, 212.

#### ***Electives in Major (21):***

<i>One European History Elective from the following:</i>		3
HIS 265	Early Modern Europe	
HIS 266	Nineteenth Century Europe	
HIS 267	Twentieth and Twenty-first Century Europe	
<i>One American History Elective from the following:</i>		3
HIS 352	Early American Republic	
HIS 353	American West	
HIS 355	Religion in America	
<i>One Non-Western History Elective from the following:</i>		3
HIS 335	East Asian History and Politics I	
HIS 336	East Asian History and Politics II	
HIS 345	Latin American History and Politics I	
HIS 346	Latin American History and Politics II	
<i>Two Open Electives in History from the following:**</i>		6
	Any upper division history class (including HIS 315, HIS 316, HIS 351)	
<i>Two History/Cognate Electives from the following:**</i>		6
	Any History courses listed above	
BTS 345	Major World Religions	
ECO 211	Microeconomics***	
ECO 212	Macroeconomics***	
ENG 211	American Literature I	
ENG 212	American Literature II	
ENG 221	British Literature I	
ENG 222	British Literature II	
ENG 311	Non-Western Literature	
GEO 205	World Geography	
HUM 327	The Humanities in Latin America	
HUM 337	The Humanities in East Asia	
POL 201	American Government and Politics***	
SOC 101	Principles of Sociology***	
SOC 153	Cultural Anthropology	

\*\* Note: some courses have prerequisites. Cognate and Open electives can include interdisciplinary courses that include a historical perspective as part of the course, or may be part of a minor.

\*\*\* These classes may fulfill a Core requirement.

<b>Total major credits</b>	42
<b>Core requirements remaining</b>	45-54
<b>Electives</b>	<u>30-39</u>
<b>Total:</b>	126

### **History Major/Secondary Education Concentration (74)**

*Students planning on seeking teacher certification in secondary education should take the following:*

<b>History Major</b>	42
<b>Core Requirements remaining</b>	45-51
<b>Secondary Education Requirements*</b>	37
<b>Elective</b>	<u>0-2</u>
<b>Total:</b>	126-130

\*Please see the Education Department listing.

### **History Minor (21)**

HUM 111*	Civilization and Culture I	3
HUM 112*	Civilization and Culture II	3
HIS 211*	American Civilization: Early Encounters to 1865	3
HIS 212*	American Civilization: 1865 to Present	3
HIS 300	Historiography	3
Electives		6

\*These courses fulfill 12 credits of core requirements, specifically HIS 111, 112, 211, and 212.

### **COURSES**

#### **200 Introduction to Historical Studies**

An introduction to the basic methods and questions of historical scholarship. Attention will be given to historiographical schools of interpretation, strategies for research, and consideration of the relationship between Christian faith and historical study. (3 credits)

#### **211 American Civilization: Early Encounters to 1865**

This course surveys the development of American culture from pre-colonization to the Civil War, with an emphasis on political, cultural and religious developments, the development of the Constitution, democratization, the opening of the west, and competing definitions of American identity. (3 credits)

#### **212 American Civilization: 1865 to Present**

This course surveys the development of American culture from Reconstruction to the present, with an emphasis on political, intellectual, and religious developments, ethnic diversity, and the emergence of America as a world power. (3 credits)

#### **265 Early Modern Europe**

This course examines the history of Early Modern Europe, from the late 15<sup>th</sup> to the 18<sup>th</sup> centuries, with special emphasis on the cultural and intellectual developments of Renaissance humanism, the Reformation movements in Germany and Switzerland. Prerequisite: HIS 200 or permission of instructor. (3 credits)

#### **266 Nineteenth Century Europe**

This course covers the history of Europe from the Congress of Vienna to the outbreak of World War I in 1914. The primary emphasis is on the social, cultural, and political developments in the period, with particular reference to the relations between the great powers and between Europe and other parts of the world. (3 credits)

#### **267 Twentieth and Twenty-first Century Europe**

This course covers the history of Europe from World War I to the present time. It examines the social, cultural, and political implications of the twentieth century's major events such as the two World Wars, the rise of totalitarianism, the Holocaust, the emergence of the Cold War, the founding of the European Union, and the fall of the Berlin Wall. Special attention is given to the enduring tension between European unity and national particularism as well as to the burden of the European past. (3 credits)

**300 Historiography**

This course is designed for history majors in their junior year. It includes readings and discussions of the issues and problems associated with the study and writing of history. Special attention is given to the issues involved in a Christian interpretation of history and to the writings of both Christian and non-Christian authors. This course both reflects back to courses already taken and prepares the history major for the writing of the senior integration paper/project. Prerequisite: Junior standing as a declared history major. (3 credits)

**315 History of Christianity I: From the Apostolic Era to the Reformation**

This course examines the history of the Christian church from the time of the apostles to the European Reformation of the 16<sup>th</sup> century. Emphasis will be given to the geographical expansion of the church, the development of orthodoxy, forms of spirituality, and worship. This course is identical to BTS 315 (3 credits)

**316 History of Christianity II: From the Reformation to the Present**

This course is a continuation of HIS 315 from the Reformation to the present time. Emphasis will be given to the diversity of Protestantism, the challenges of the modern age, and the spread of Christianity worldwide. This course is identical to BTS 316 (3 credits)

**335 East Asian History and Politics I**

This course is a study of the history and politics of East Asian cultures from early times to the present. Primary attention is given to the countries of China, Japan, and Korea in their transformation from being cultures bound to their traditions to becoming modern nation-states. Relations with the West are dealt with throughout the study. (3 credits)

**336 East Asian History and Politics II**

This course is a continuation of HIS 335. (3 credits)

**345 Latin American History and Politics I**

This course is a study of the history and politics of both the Native American and Spanish-Portuguese cultures of Latin America, from the time of European colonization to the present. It examines the impact of colonization, the emergence of national states, the hemispheric relationships with North America, and the challenges of developing nations. (3 credits)

**346 Latin American History and Politics II**

This course is a continuation of HIS 345. (3 credits)

**350 History Tutorial**

Tutorials are research-intensive courses in which students work in pairs with an individual professor, meeting weekly to present their research. Tutorials may involve attendance at lectures (on or off campus). Topics will vary; more than one tutorial may be taken if the subject matter is different. Normally tutorials will be taken by history majors in their junior or senior year, though history minors, sophomore history majors, and non-majors may take history tutorials with permission of the tutor. (3 credits)

**351 History of California**

This course is an historical survey of the development of California from pre-colonial times to the present. Special emphasis is given to the role of immigrants, the religious diversity of California, and the place of California in the history of North America broadly. Prerequisite: History 211/212. (3 credits)

**352 Early American Republic**

This course studies the history of the United States from the formation of a constitutional republic to the Civil War. Special attention is given to regional cultures, political ideologies, the role of religion, and struggles to define and articulate American identity and culture. Prerequisite: History 211 (3 credits)

**353 American West**

This course offers an introduction to the history of the American West as both place and idea from the colonial period to the present. Topics will include an investigation of traditional western history, including the frontier as a conceptual category that fashioned not only the myth of the American west, but also American national identity. Furthermore, this course will examine aspects of the “new western history,” including issues of gender, race and ethnic relations, environmental and ecological change, the complexities of borderlands, and the extension of the western myth beyond the borders of North America. Prerequisite: History 211 (3 credits)

**355 Religion in America**

This course is a historical survey of the varieties of religious faith and practice in the United States from the colonial era to the present. Prerequisite: History 211 and 212 (3 credits) (Cross-listed as BTS 355)

**385-395 Special Topics in History**

These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

**386 John Calvin: Reformer and Theologian**

Building on a close reading of the *Institutes of the Christian Religion* and selected other works, this course will study the life and theology of John Calvin, including the development of his thought in its sixteenth-century context and recent scholarship on Calvin. (Cross-listed as BTS 375)

**400 Capstone Course in History**

As a capstone course for history majors, students will work closely with the history faculty on an in-depth investigation of a major historical era or problem to produce a major research paper. The course emphasizes the problems of historical research, interpretation, and writing. Prerequisite: history major or permission of the department. (3 credits)

**450- Field Experience**

**451** The student will undertake an internship with direct connection to historical study. Prerequisite: Senior standing as a history major. (3-6 credits)

## Humanities (HUM)

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### COURSES

**101 Reformed Perspectives on Calling and Culture**

This course is designed to introduce newly enrolled students to the Reformed context that underlies a Providence Christian College education. Students will survey the thought of several major thinkers in the Reformed tradition with special attention to how a Reformed Christian perspective shapes our understanding of creation, learning and culture. It will examine the doctrine of calling, or vocation, with reference to the calling of a student as well as preparation for future callings. (3 credits)

**111 Civilization and Culture I: Ancient societies to the 16th century**

A survey of the development of Western civilization and culture considered in the broader context of world cultural development. Taught from a humanities perspective, this course stresses the integral nature of culture with emphasis on art, music, literature, religion, and philosophy. Beginning with ancient civilizations and the appearance of cities, the course examines classical civilizations of the Mediterranean world, the origins and growth of Christianity in late antiquity and the Middle Ages, and worldwide implications of the cultural, religious, and economic transformations of the Reformation in the sixteenth century. (3 credits)

**112 Civilization and Culture II: From the 16th century to the present**

A survey the development of Western and World civilizations and cultures from the emergence of the colonizing secular state in the sixteenth century to the twenty-first century. Taught from a humanities perspective, this course stresses the integral development of art, music, literature, and philosophy in the broader context of world civilizations. The course will examine the colonial expansion of Europe, the French Revolution, the development of ideologies and their impact on the wider world through revolution and imperialism, the intellectual, cultural, and political conflicts of the twentieth century, and globalization. The interaction of European and non-Western cultures will be emphasized, as well as the integral nature of cultural development. (3 credits)

**211 Art Appreciation**

TBD



**327 The Humanities in Latin America**

This course is a study of the prominent religions, philosophies, art, music, and literature of Latin America, from the time of European colonization to the present. Contributions of both Native American and Spanish-Portuguese cultures are examined. Prerequisite: HIS 326. (3 credits)

**337 The Humanities in East Asia**

This course is a study of the prominent religions, philosophies, art, music, and literature of East Asia, from early times to the present. Particular focus is given to the contributions made by the cultures of China, Japan, and Korea. Prerequisite: HIS 336. (3 credits)

## Liberal Studies (LBS)

The major in liberal studies provides students with a unique opportunity to view the world in a holistic and unified manner. Rather than examining reality through the lens of only one discipline, students are able to view life and the world from a number of perspectives. The multifaceted and integral nature of creation, which was formed and is held together by the Incarnate Word, Jesus Christ (John 1:1-3; Colossians 1:16-17; Hebrews 1:1-3), is explored and appreciated, both for its unity and its cohesion. A student with a major in liberal studies will have gained a broad understanding and appreciation of God's world and life within it. It will be a truly comprehensive education in the finest tradition of Christian liberal arts.

The liberal studies major takes advantage of a comprehensive core requirement for graduation by incorporating the entire core in the major and then supplementing it with several other courses. Because of the inclusion of the core requirements, however, students must have a subject concentration. This subject concentration can be fulfilled by earning an Elementary Education Concentration, along with the Education Core. If a Liberal Studies major does not desire to teach, he or she must complete an additional major or two minors to fulfill the "subject concentration" requirement.

### **Departmental Mission and Student Learning Outcomes**

#### **Mission Statement:**

The mission of the Liberal Studies program is to provide the students with a broad foundation in the liberal arts and equip them with a global, integrated, and Christian perspective on all disciplines.

#### **Student Learning Outcomes:**

1. Articulate a Christian (and Reformed) perspective in a wide range of academic disciplines.
2. Communicate effectively to demonstrate competence in research, writing, and critical thinking in different disciplines.
3. Analyze local and global issues from multiple disciplines.
4. Identify problems in our current society and potential solutions.

## **Liberal Studies Major (72-74)**

### ***Religion (15)***

BTS 111	Old Testament Studies I	3
BTS 112	Old Testament Studies II	3
BTS 211	New Testament Studies I	3
BTS 212	New Testament Studies II	3
BTS 320	Reformed Doctrine	3

### ***Humanities and Fine Arts (6)***

HUM 101	Reformed Perspectives on Calling and Culture	3
PHL 111	Introduction to Critical Thinking	3

### ***History and Social Science (21)***

HUM 111	Western Civilization in a Global Context I	3
HUM 112	Western Civilization in a Global Context II	3
HIS 211	America: Early Encounters to 1865	3
HIS 212	America and the Modern World 1865-Present	3
ECO 211	Microeconomics	
OR		3
ECO 212	Macroeconomics	
GEO 205	World Geography	3
POL 201	American Government and Politics	3

### ***Behavioral Science (3)***

PSY 101	General Psychology	3
OR		
EDU 201	Developmental Psychology: The Nature of Students*	
OR		
SOC 101	Principles of Sociology	

\*Those majoring in Liberal Studies/Elementary Education must take this course.

### ***Language and Literature (12)***

COM 101	Communication: Speaking and Listening	3
ENG 101	Composition: Writing and Research	3
ENG 201	Introduction to Literature	3
ENG 312	Children's Literature	3
OR		

Upper-division ENG elective for those who are not a Liberal Studies/Elementary Education Major.

### ***Mathematics (3-4)***

*Mathematics Pre-requisite:* Demonstrated mastery of high school Algebra II (a C+ or higher) **and** a passing score on a designated entrance test in mathematics **or** completion of MAT 100 at Providence.

One higher level mathematics course\*\*

3 or 4

MAT 102, 131, 161, 162, 243, 255, or 321.

OR

Achieving an ACT score math of 28 or SAT score math of 640.

OR

Successful completion of an approved high school AP Calculus class.

### **Science (7-8)**

Two science courses, one of which must include a lab.

### **Health and Physical Education (2)**

HPE 101-110	Personal Health Fitness course	1
HPE 111-120	Leisure and Lifetime course	1

### **Capstone Course (3)**

This may be fulfilled by taking a capstone course within areas of concentration, majors or minors.

<b>Total major credits</b>	72-74
<b>Core requirements remaining*</b>	9-12
<b>Subject Concentration (major or minors)</b>	12-52
<b>Electives</b>	<u>0-33</u>
<b>Total:</b>	126-138

## Mathematics (MAT)

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### **Mathematics Minor (20)**

MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 243	Statistics	4
MAT 255	Linear Algebra	4
MAT 321	Foundations of Geometry	4

## **COURSES**

### **100 Fundamentals of Mathematics**

This course is a review of high school mathematics, from fractions and decimals to basic algebra and geometry, with intensive practice in mechanics. Lessons are taught with particular emphasis on the development of mathematical thinking and problem solving. The course is designed to bring students to the level of competence needed for success in MAT 102. (Credit/no credit)

### **102 College Algebra**

This course reviews equations and inequalities, and then focuses on functions and graphs: linear, quadratic, inverse, exponential, and logarithmic. Finally, basic trigonometry is surveyed,

and systems of equations are studied. Students who pass with at least a “C” meet the graduation requirement. Prerequisite: A math score of 18 on the ACT or 460 on the SAT, or three years of college preparatory mathematics in high school with grades of C+ or above, or a grade of C or above in MAT 100. (3 credits)

**131 Pre-calculus Mathematics**

This is a course in elementary functions designed to fulfill the core requirement in mathematics and/or prepare students for the calculus sequence. Topics include the properties of the real number system, inequalities and absolute values, functions and their graphs, solutions of equations, polynomial functions, trigonometric functions, exponential functions, and logarithm functions. Prerequisite: MAT 102, or a math score of 28 on the ACT or 640 on the SAT, or by permission of instructor. (3 credits)

**161 Calculus I**

This course is a study of analytic geometry, functions and limits, the derivative and its applications, transcendental functions, the definite integral and its applications, and methods of integration. Prerequisite: MAT 131 or by permission of instructor. (4 credits)

**162 Calculus II**

This course is a continuation of MAT 161. Prerequisite: MAT 161. (4 credits)

**243 Statistics**

This course is an introduction to statistical techniques and methods and their application to a variety of fields. Topics include data analysis, design of experiments, and statistical inference including confidence intervals and hypothesis testing. Knowledge of spreadsheets is recommended. (4 credits)

**255 Linear Algebra**

This course is an introductory study of vector spaces, linear transformations, matrices, and determinants, with particular emphasis on solving systems of linear equations. Prerequisite: MAT 162. (4 credits)

**321 Foundations of Geometry**

This course is a study of geometric transformations, advanced Euclidean geometry, non-Euclidean geometries, projective geometry, and foundations of geometry. Prerequisite: MAT 161. (4 credits)

**385-395 Special Topics in Mathematics**

These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

## Music (MUS)

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Music is a vital part of a broad liberal arts curriculum. As a means of worship, community engagement, and self-expression, the study of music offers a variety of ways for students to pursue the glory of God and offer service to humanity. A minor in music provides students basic training for a wide variety of professions and interests.

A maximum of ten (10) credits of applied music or ensembles may be applied to the graduation requirements for students who are not music majors or minors.

### **Music Minor (24-25)**

*Applied Performance: Students choose from any combination of the following (6)*

MUS 190	Class Voice	1 /semester
MUS 195	Class Piano	1 /semester
MUS 101-108	Private Voice	1 /semester
MUS 111-18	Private Instrumental Lessons	1 /semester
MUS 121-28	Vocal Ensembles	1 /semester
MUS 131-38	Chorale	1 /semester
MUS 171-138	Instrumental Ensembles	1 /semester

*Music Education: Students choose one of the following (2)*

MUS 220	Classroom Music Methods	2
MUS 222	Conducting I	2
MUS 224	Music Literature	2
MUS 226	Piano Pedagogy and Practice	2

*Theory and Composition (8)*

MUS 230	Aural and Written Theory with Keyboard I	4 (incl. lab)
MUS 231	Aural and Written Theory with Keyboard II	4 (incl. lab)

*Music History: Students choose from the following (6)*

MUS 211	Music Appreciation	3
MUS 240	Music History of the Western World I	3
MUS 241	Music History of the Western World II	3
MUS 246	World Music Survey	3
MUS 250	Survey of Worship in Church History	3

*Electives: Choose from the following (2-3)*

Any course from Applied Music, Music History, or Music Education	2-3 Credits
Com 265 Audio Production	3

## COURSES

**101- Voice private lessons**

**102** Private voice lessons. Additional fee required. (.5-1 credit)

**111- Instrumental private lessons**

**118** Private instrument lesson. Additional fee required. (.5-1 credit)

**121- Vocal Ensemble**

**128** Small vocal ensembles such as duets, trios, and quartets are arranged according to student needs and performance levels. Performances are arranged for college chapels and concerts, church services, and other such venues. (.5 credit)

**131- Chorale**

**138** Providence Chorale is a choral organization of mixed voices whose members are selected by audition from the entire student body. The Chorale is both a performance organization of the Music Department and a service organization to the College. Concerts include selections drawn from the classical, folk, and ethnic traditions incorporating a large percentage of worship materials. Students who enroll in the fall should plan to participate in the spring as well. (1 credit)

**141- Concert Choir (1 credit)**

**148**

**151- Chamber Singers**

**158** This smaller organization of choral singers is made up of highly gifted and experienced singers chosen by audition only. (1 credit)

**171- Instrumental Ensemble**

**178** Small instrumental ensembles such as woodwind quintet, brass quintet, string quartet, and piano trio are arranged according to student needs and performance levels. Performances are arranged for college chapels and concerts, churches, and other such venues. (.5 credit)

**181- Orchestra (1 credit)**

**188**

**190 Voice Class**

Group lessons for students working to increase their individual vocal skills. Student will study the physiology of singing, vocal techniques, and learn solo repertoire to perform in a clinical setting for their peers. (1 credit)

**195 Piano Class**

Group lessons for students working to increase their individual keyboard skills. Student will study the piano techniques and learn group and solo repertoire to perform in a clinical setting for their peers.

- 211 Music Appreciation**  
This is an overview course of the significant forms, styles and composers of music in Western Music History, with an emphasis on listening and appreciating the distinctive features of the compositions while evaluating the aesthetic role of music in society. Students will be required to attend and critique live performances of different musical styles as part of this course. (3 credits)
- 220 Introduction to Classroom Music Methods**  
Music methods for the classroom is an overview course for education majors and an introduction course for those who may wish to become music specialists in elementary and middle schools. The focus of the course will be strategies for music integration into all curricular areas. Students will explore and apply several instructional methodologies in music education including Kodaly, and Orff. (2 credits)
- 222 Conducting I**  
This course is designed for students planning to teach or direct instrumental or choral music in a variety of settings. Students will study the techniques and language of conducting, the preparation and management of rehearsal, and the interpretation of music based on compositional structures, styles and historical performance practices. Must be taken while participating a choral or instrumental ensemble. (2 credits)
- 224 Music Literature**  
A survey of the several genres of musical literature in Western History focusing on the renown works among them. Extensive score analysis and listening prepare music students for deeper understanding of instrumental, choral and vocal repertoire. (2 credits)
- 226 Piano Pedagogy and Practices**  
This practical course prepares students for the field of teaching others to play the piano. The course will cover beginning to advanced instructional techniques, musical resources, and methods for teaching a variety of piano performance styles. (2 credits)
- 230 Aural and Written Theory with Keyboard I**  
The foundation for all musicianship is the understanding and application of the structures and elements of music. Fundamental keyboard skills provide the means for practice and study of musical notation and rhythms, intervals, major and minor keys, and melodic and harmonic structures. Students will also learn sight-singing, study basic form analysis, and compose simple melodies with chords in different keys to play on the keyboard. Lab assignments beyond class hours required. (4 credits)
- 231 Aural and Written Theory with Keyboard II**  
This course continues the study of the fundamentals of musical structures, elements, and sight-singing using keyboard skills. Students will analyze the specific melodic and harmonic structures of compositions from the 17<sup>th</sup>-19<sup>th</sup> Centuries, and prepare individual compositions

demonstrating a fugue, verse and refrain hymn form and a composition for a solo instrument with piano accompaniment. Lab assignments beyond class hours required. (4 credits)

**240 Music History of the Western World I**

This course is designed to examine the development of Western music from the Greeks to the end of the Baroque period. (3 credits)

**241 Music History of the Western World II**

This course is the continuation of MUS 222 and examines the development of Western music from the Baroque to the present. (3 credits)

**246 World Music Survey**

This course is an overview of music in non-western cultures. Students will examine significant differences in the role of music in non-western cultures; ranging from aesthetic qualities to ritualistic contexts. Examples of Native American, Central and South-American, African and Asian music will be analyzed and compared for musical similarities and expression of universal concepts. (3 credits)

**250 Survey of Worship Music in Church History**

The purpose of music in worship has changed dramatically in the history of the Protestant church. Students will examine music literature for the church in its Biblical context from the earliest practices to the present. Emphasis will be placed on hymnology, liturgy and special music in the church. (3 credits)

**385- Special Topics in Music**

**395** These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

## Philosophy (PHL)

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### COURSES

**111 Introduction to Critical Thinking**

This course focuses on the analysis and evaluation of arguments, identification of erroneous reasoning, and the creation of persuasive, valid arguments. The clear articulation of an argument in written form will be emphasized. (3 credits)



## Physics (PHY)

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### COURSES

**121 General Physics I**

This course is an introduction to the study of the physical aspect of reality. Topics covered include mechanics, kinetic theory, heat, thermodynamics, waves, and sound. Lectures and laboratory. (4 credits)

**122 General Physics II**

A continuation of Physics 121. Topics covered include light, electricity and magnetism, quantum theory, relativity, and physics of the atomic nucleus. Lectures and laboratory. Prerequisite: Physics 121. (4 credits)

## Political Science (POL)

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### COURSES

**201 American Government and Politics**

This is a course in the organization and processes of American national government. It examines the contemporary socio-political culture, constitutional foundations, and major institutions and processes of American politics. (3 credits)

## Psychology (PSY)

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### COURSES

**101 General Psychology**

This course includes an overview of human development, personality, mental abilities, motivation and emotion, psychological disorders and treatment, and health psychology. These issues are viewed in the light of a biblical view of humans. (3 credits)

**201 Psychology of Lifespan Development**

This course provides an opportunity for the student to explore and evaluate both secular and Christian theories related to the study of human development and the self. The course will examine biological, cognitive, spiritual, and psychosocial perspectives of our growth and maturation from conception to old age. The student will utilize research, observation, interviews, field work, and self-evaluation to gain a more comprehensive understanding of their own experience as a person in relationship with God, others, and creation. (3 credits) (Cross-listed as EDU 201)

**202 Educational Psychology: The Nurture of Students**

This course answers the epistemological question: How does a student know? Views of motivation, behavior, classroom management, and learning that emerge from or are in harmony with the Bible are explored. Special emphasis is placed on a biblical approach both to knowing and to truth, as personified in Jesus Christ. Prerequisite: PSY 201. (3 credits) (Cross-listed EDU 202)

## General Science (SCI)

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### COURSES

**113 Concepts of Physical Science**

This course provides an introductory survey of the physical sciences with particular emphasis on topics from chemistry and physics. The history of and methods used in the physical sciences are studied. Lectures and laboratory. Prerequisite: Mathematics 102 or a higher-level mathematics course. Not open to majors requiring courses in chemistry or physics. (4 credits)

**114 Concepts of Earth Science**

This course is a survey of minerals, rocks, historical geology, landforms, weather patterns and climates, freshwater systems and oceanography, the solar system and galaxies. Emphasis is placed on the stewardship and development of creation resources. Field trips. Lectures and laboratory. (4 credits)

**380 Junior Seminar**

This seminar meets one hour each week for the purpose of hearing presentations from leading scientists, discussing the nature of scientific research, reviewing scientific publications, becoming familiar with current science-related issues, and seeking biblical insights regarding the moral and ethical issues of science. Prerequisite: Junior standing as a general science major. (1 credit)

**400 Capstone Course in General Science**

The general science capstone seminar allows students to demonstrate their achievement of undergraduate competency in the field of science. Students research and present a current topic in the field of science and submit a written report suitable for publication. (3 credits)

**450 Field Experience**

This course is an internship in an off-campus location that provides students with real-life experience in applying their general science major. (3-6 credits)

# Sociology (SOC)

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## COURSES

### 101 **Principles of Sociology**

This course focuses on the importance of Christian involvement in sociology and how this relates to the three major areas of the field: social interaction, social concerns, and social institutions. In-class and out-of-class research projects are included in order to provide the beginning student exposure to important methodological tools. (3 credits)

### 153 **Cultural Anthropology**

This course involves the study of cultural diversity around the world, both historically and geographically. The course introduces the foundational elements of cultural anthropology including topics of fieldwork, cultural relativism, ethnocentrism, participant observation, ethnography, as well as major anthropological theories. The course addresses the diversity as well as commonality of cultural systems, both in time and space, through studying major components of cultural systems, such as kinship, religion, politics, and economics. Students are exposed to an awareness of their place within a particular cultural context, as well as their culture's place within a global and historical context. (3 credits)

### 325 **Sociology of Religion**

This course examines the practice of religion in a social context, and the application of basic principles of sociological analysis to religion. Emphasis will be placed on religion in the contemporary United States.

### 345 **Latino Culture in America**

This course explores and seeks an understanding of and appreciation for the Latino culture in the greater Los Angeles area, with a focus on family life. Other aspects of Hispanic-American life in church, school, the neighborhood, and political-social organizations are explored as well. Prerequisite: Senior standing as a cultural studies major. (3 credits)

### 355 **Asian Culture in America**

This course explores and seeks both understanding of and appreciation for Asian culture in the greater Los Angeles area, with a focus on family life. Other aspects of Asian-American life in church, school, the neighborhood, and political-social organizations are explored as well. Prerequisite: Senior standing as a cultural studies major. (3 credits)

## Social Science (SSC)

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### **Social Science Minor (18)**

Social Science minor students must complete 18 credits from at least three different disciplines from the following list of courses.

COM 231	Mass Media and Society	3
COM 301	Communication Theory	3
COM 340	Persuasion and Attitude Change	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3
GEO 205	World Geography	3
POL 201	American Government and Politics	3
PSY 101	General Psychology	3
PSY 201	Developmental Psychology	3
PSY 202	Educational Psychology: The Nurture of Students	3
SOC 101	Principles of Sociology	3
SOC 153	Cultural Anthropology	3

Other approved courses in the above disciplines may be applied to this minor.

## Spanish (SPN)

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### **COURSES**

#### **101 Introductory Spanish I**

This course is an introduction to the basic grammatical structure of the Spanish language as well as its vocabulary, with intensive practice in learning to make and repeat the Spanish sounds. Students also learn to train the ear to begin to recognize the sounds and thereby understand the language. Open to students who have had no previous work in Spanish. (4 credits)

#### **102 Introductory Spanish II**

This course, a continuation of Spanish 101, emphasizes speaking and understanding the language, while continuing to study the grammar. Prerequisite: Spanish 101 or equivalent. (4 credits)

#### **201 Intermediate Spanish I**

This course, a continuation of the study of the structure and vocabulary of the Spanish language, emphasizes more student participation in speaking and reading. Prerequisite: Spanish 102 or equivalent. (3 credits)

#### **202 Intermediate Spanish II**

This course, a continuation of Spanish 201, includes the reading of essays and short stories. Prerequisite: Spanish 201 or equivalent. (3 credits)

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# DIRECTORIES

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## Administration

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**Jack Hoekstra**, *Director of Development*, B.A., Olivet Nazarene University  
**Larissa Kamps**, *Director of Enrollment Management*; B.A. Dordt College  
**Steve Kortenhoeven**, *Dean of Student Life*; M.Ed., Dordt College  
**Russ Reeves**, *Academic Dean*; B.A., Pacific Christian College; M.A., California State University, Fullerton; Ph.D., The University of Iowa

### *Administrative Staff*

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**David Ligtenberg**, *Assistant Resident Director*  
**Sandra Nanninga**, *Food Service Assistant*

**Alicia Silva**, *Administrative Clerk*  
**Sharon Stob**, *Library Assistant*  
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**Julie Vanden Heuvel**, *Assistant Dean of Student Life*  
**Jo Ann Vander Meulen**, *Food Service Manager*  
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## Faculty

### *Teaching Faculty*

**Aaron Belz (2008)**, *Assistant Professor of English*; B.A., Covenant College; M.A., New York University; Ph.D., Saint Louis University  
**Steve Kortenhoeven (2005)**, *Instructor of Education*; B.A. and M.Ed., Dordt College; Doctoral Courses, Ed.D. (Candidate), Azusa Pacific University  
**Ryan McIlhenny (2007)**, *Assistant Professor of History*; B.A., Covenant College; M.A., California State University, East Bay; Ph.D., University of California, Irvine  
**John Milton (2005)**, *Assistant Professor of Business*; B.A., Wheaton College; MBA, Olivet Nazarene University  
**Russ Reeves (2005)**, *Academic Dean and Associate Professor of History*; B.A., Pacific Christian College; M.A., California State University, Fullerton; Ph.D., The University of Iowa  
**Scott A. Swanson (2005)**, *Assistant Professor of Biblical and Theological Studies*; B.A., Westmont; M.A. Westminster Theological Seminary, CA; Ph.D., Hebrew Union College-Jewish Institute of Religion

### *Adjunct Teaching Faculty*

**David Belden (2005)**, *Adjunct Instructor of Health and Physical Education*; B.A., Azusa Pacific University  
**Luana De Groot-Canty (2005)**, *Adjunct Instructor of Music*; Master of Music, California State University, Fullerton  
**Lynn Hoekstra (2007)**, *Adjunct Instructor of Education and Director of Academic Support Center*; B.A., Calvin College; M.A., Western Michigan University  
**Mark Hugen (2005)**, *Adjunct Instructor of Mathematics*; B.A., Dordt College; M.A., California State University, Fullerton  
**Chuck Jackson (2005)**, *Adjunct Instructor of Mathematics*; B.S., California State University, Bakersfield; B.A., Moody Bible Institute; M.S., California State University, Long Beach  
**Darlene Lemmo (2006)**, *Adjunct Instructor of Psychology*; B.S., Biola University; M.A., Antioch University  
**Lijuan Meng (2006)**, *Adjunct Instructor of Cultural Studies*; M.A., Calvin Theological Seminary; Ph.D., Reformed Theological Seminary  
**Jeffrey Mills (2007)**, *Adjunct Instructor of Physics*; B.A. and M.S., University of Nebraska, Lincoln; Ph.D., Indiana University  
**Chuck Ryor (2008)**, *Adjunct Instructor of Communication*; B.S. West Virginia University; M.A., Reformed Theological Seminary; Ph.D. (Candidate), Florida State University  
**Renee Van Groningen (2007)**, *Adjunct Instructor of English*; B.A., Dordt College; M.A., Calvin Theological Seminary

**Jeremy Van Nieuwenhuyzen (2005)**, *Adjunct Instructor of Spanish*; B.A., Dordt College; M.A., California State Polytechnic University, Pomona

***Visiting Teaching Faculty***

**John R. Hamilton (2006)**, *Visiting Professor of Communication*; B.A., Calvin College; Westminster Seminary; M.A., University of Maryland; Ph.D., University of Southern California

**Troy T. Lamberth (2008)**, *Visiting Professor of Communication*; B.A., California Baptist University; M.A., Chapman University

**Lawrence McHargue (2007)**, *Visiting Professor of Biology*; B.A., Occidental College; M.A., California State University at Los Angeles; Ph.D., University of California, Irvine

**Lawrence R. Mumford (2008)**, *Visiting Professor of Music*; B.A. George Washington University; M.A., Peabody Conservatory; Ph.D., University of Southern California

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