



# CATALOG 2010-2011

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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 2010-2011

### Fall 2010

#### August

14	Friday	Pre-registration materials due to Registrar's Office
27	Friday	Residence Halls open at 10:00am for new students
28-31	Sat-Tue	New Student Orientation
30	Monday	Residence Halls open at 10:00am for returning students
31	Tuesday	Returning Student Orientation Student registration

#### September

1	Wednesday	Classes Begin Convocation at 10:45 A.M.
6	Monday	Labor Day Evening classes meet
15	Wednesday	Final day to add or drop courses

#### October

20	Wednesday	Final day to change from credit to audit
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#### November

1	Monday	Mid-semester grades posted for new students and students on academic notice
5	Friday	Final day to withdraw from a class
24	Wednesday	Thanksgiving recess begins – NO CLASSES Residence Halls close at 11:00A.M. Residence Halls open at 10:00A.M. Evening classes resume
29	Monday	

#### December

13	Monday	Study day; Exams begin Monday at 2:00pm
17	Friday	Examinations end at 4:00pm
18	Saturday	Christmas break begins Residence Halls close at 11:00A.M.

### Spring 2011

#### January

7	Friday	Residence Halls open at 10:00A.M. for new students
8	Saturday	New Student Orientation
10	Monday	Residence Halls open at 10:00A.M. for returning students Registration Evening classes begin
11	Tuesday	Day classes begin

	17	Monday	Martin Luther King Jr. Day-- NO CLASSES
	25	Tuesday	Final day to add or drop courses
<b><u>February</u></b>	4	Friday	Final day to remove incompletes from previous semester
	28	Monday	Final day to change from credit to audit
<b><u>March</u></b>	2	Wednesday	Mid-term break begins at 2:00P.M.
	3	Thursday	Residence Halls close at 11:00A.M.
	14	Monday	Residence Halls open at 10:00A.M. Evening classes resume
	15	Tuesday	Day classes resume
	21	Monday	Mid-semester grades posted for new students and students on academic notice
	25	Friday	Final day to withdraw from a class
<b><u>April</u></b>	5	Tuesday	Student Development Day-- NO CLASSES; All students must participate
	22	Friday	Good Friday- NO CLASSES
	24	Saturday	Choir Concert
<b><u>May</u></b>	2	Monday	Study Day; Examinations begin at 2:00pm
	6	Friday	Examinations end at 4:00pm
	7	Saturday	Commencement Ceremony Summer break begins
	9	Monday	Residence Halls close at 11:00A.M.
	10	Tuesday	May term begins
	27	Friday	May-term ends
	28	Saturday	Residence Halls close at 11:00A.M.
<b><u>June</u></b>	27	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

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<sup>1</sup> Psalm 19:1-4; 33:6; I Corinthians 8:6; Hebrews 11:3; Belgic Confession (BC), Article 2; Westminster Confession (WC), Chapter IV

<sup>2</sup> John 1:3; Colossians 1:16

<sup>3</sup> Romans 11:36; II Corinthians 10:5

<sup>4</sup> Psalm 103:19; 104; Hebrews 1:3; Colossians 1:17

<sup>5</sup> BC, Article 13

also engage in this study with dependence on the regularity that God continues to maintain in His creation by His providential care.

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

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<sup>6</sup> Romans 1:18

<sup>7</sup> Psalm 19:1-4; BC, Article 2; WC, Chapter IV

<sup>8</sup> BC, Article 12

<sup>9</sup> Genesis 1:27; BC, Article 14; WC, Chapter IV

<sup>10</sup> Heidelberg Catechism (HC), Lord’s Day 12

<sup>11</sup> Romans 1:21-23, 3:10-18

<sup>12</sup> Romans 8:18-22; Genesis 3:17-19

<sup>13</sup> Ephesians 1:3-14

the only way of redemption for mankind and the restoration of His creation.<sup>14</sup> He died and rose again 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

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<sup>14</sup> John 1:1, 14

<sup>15</sup> Ephesians 1:22-23

<sup>16</sup> Matthew 28:18-20

<sup>17</sup> Genesis 1:27-30

<sup>18</sup> Proverbs 1:8, 22:6; Ephesians 6:4

<sup>19</sup> Matthew 28:20

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 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

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<sup>20</sup> Deuteronomy 6:6-7; Proverbs 9:10

<sup>21</sup> I Corinthians 12

<sup>22</sup> Colossians 3:23-24

<sup>23</sup> I Peter 3:8-12

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 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 meaningfully and clearly presented from the Reformed Christian perspective set forth in this document.

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<sup>24</sup> Philippians 2:1-11

## 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 Candidacy status was granted in March 2009. The college is now working toward Initial Accreditation.

## 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 recognized as a Candidate for Accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001. This status is a preliminary affiliation with the Commission, awarded for a maximum period of four years. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation. Questions about Candidacy may be directed to the college at 866.323.0233 or to WASC at the address above or at [www.wascsenior.org](http://www.wascsenior.org).

During this time between candidacy and initial accreditation, 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. Faculty Advisers will guide Providence students in creating portfolios that exhibit their academic work over their four-year college experience.

## The Providence Christian College Campus

On August 2, 2010 Providence took up residence on the campus of William Carey International University. This brings Providence in closer proximity to the educational and cultural resources of L.A. and Pasadena and also gives Providence room to grow substantially.

Backing up to the foothills of the San Gabriel Mountains, the 17-acre campus is more than triple the size of Providence's previous campus. It features ample classroom space, a library, a cafeteria, administrative offices, and tennis and basketball courts. However, the best resources available to Providence at the new campus are found in the surrounding area.

Since it is positioned only 3.5 miles from downtown Pasadena and about 15 miles from downtown Los Angeles, the William Carey campus affords Providence students easier access to the cultural wealth of both cities. Though Pasadena is known internationally for its annual Rose Parade and Rose Bowl game, it is also the home of Fuller Seminary, the Huntington Library and Art Gallery, the California Institute of Technology, and the Art Center College of Design among other institutions of higher learning. The college has been bringing students in on weekends to visit places such as these since its inception, so it is a blessing to have the opportunity to move nearer to the source of much of southern California's culture. Pasadena's natural beauty and cultural centers will increase Providence's ability to fulfill its institutional goals.

The Providence staff shares the campus with faculty and administrators for William Carey's distance graduate school program. The facility is also home to the U.S. Center for World Mission, and additional space is rented to a primary school, an international secondary school, as well as several churches. The Pasadena campus was originally built and occupied by Nazarene University (subsequently named Pasadena College) in 1910. WCIU bought the land in 1977 after Pasadena College relocated to the San Diego area in 1973 and took the name Point Loma Nazarene University.

## 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:

- Medical treatment or psychiatric examination required to meet emergencies or to maintain one’s status as a student.
- Misconduct that is of such a nature that the student is in danger of suspension or expulsion.
- 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.

- Name, address, telephone number, e-mail address, dates of attendance, class, and photograph.
- Previous institution(s) attended, major field of study, awards, scholarships, honors, and degrees conferred (including dates).
- Past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), date and place of birth.
- 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 Campus 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 dining hall, and stay overnight in the residence halls. Schedules and additional information about campus visits are available on the Providence website [www.providenceccc.net](http://www.providenceccc.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**
- **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 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) (Note that an official, signed, final transcript will be required upon completion of senior year.)
3. Official transcripts from any and all college(s) attended
4. A copy of the ACT or SAT Reasoning Test results
5. A copy of exam scores from any AP, IB, or CLEP courses sent by the College Testing Service

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

### Additional Application Procedures for Canadian Students

Canadian students are welcome to apply to Providence Christian College and should begin the admissions process well in advance of their start date. In addition to the documents cited above, Canadian students will also be asked to provide the following information in order to complete their paperwork for the F-1 student visa.

1. Student Data Form for SEVIS (Student and Exchange Visitor Information System)
2. Financial Resources Statement and Scholarship with official documentation

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, Canadian 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.

### 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	or	SAT	SAT	SAT
English	Math	Composite*		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

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 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 within the last ten years. 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.

## 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 Adviser 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, English Literature, 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.

## 2010-2011 FINANCIAL INFORMATION

### Tuition, Room, and Board

	<u>Per Semester</u>	<u>Per Year</u>
Full-time tuition <sup>1</sup>	\$9,847	\$19,694
Part-time tuition (per credit hour)	\$820	
Overload fee <sup>2</sup> (more than 18 credit hours)/Summer courses	\$410 (per credit hour)	
Auditing fee (per course for non-matriculated students)	\$34 (per credit hour)	
May term (fees will be assessed per May term experience)		
Room and Board <sup>3</sup>		
Shared dorm room in quad and meal plan	\$3,796	\$7,592
Single dorm room in quad and meal plan	\$4,921	\$9,842

<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) and intercollegiate sports.

<sup>3</sup>All resident students are required to have a meal plan, no exceptions

### Fees

Application (non-refundable)	\$25
Student Activity Fee <sup>1</sup>	\$150
New Student Orientation Fee <sup>2</sup>	\$150
Student Services Fee <sup>3</sup>	\$225
Transcripts <sup>4</sup>	\$5.00
Medical Insurance <sup>5</sup>	\$300
Returned checks <sup>6</sup>	\$25 per check
Individual Music Instruction (per credit hour)	\$365
Graduation Fee <sup>7</sup>	\$50
Additional Avodah Experiences (beyond three)	\$75

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

<sup>2</sup>The New Student Orientation Fee is a one-time fee to help cover the costs of the student orientation and retreat (SOAR). New students who come in after 1<sup>st</sup> semester will be charged a prorated fee of \$50.

<sup>3</sup>The Student Services Fee is applied each semester and covers student related technology services/support, phone services, postal services, cashiers office, parking, campus safety, LiveText standard membership account, assessment/training, among other student services.

<sup>4</sup>The first transcript issued is free. Each additional transcript issued will be assessed this charge.

<sup>5</sup>All full-time students will be assessed insurance unless proof of alternate insurance coverage is provided. All international students, except those from Canada, are required to enroll in this plan regardless of other coverage.

<sup>6</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>7</sup>A one time fee that is assessed when a student turns in an Intent to Graduate form to the Registrar's Office.

Course Fees: <sup>8</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>8</sup>Other course fees may be assessed at the discretion of the administration.

## Deposits

Enrollment deposit <sup>1</sup>	\$200
Security Deposit – All Students <sup>2</sup>	\$100
Security Deposit – Resident Students <sup>3</sup>	\$300

<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. Deposits are only refundable if a request is 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 enrollment, providing that all fines (e.g., parking, library, room damage) have been paid and the student account is in good standing.

<sup>3</sup> All resident students enrolled must pay an additional \$200 security deposit to be maintained for the duration of their time at Providence as residents. The deposit will be refunded when the student ceases to be a resident student (e.g. moves off-campus, terminates enrollment) providing that all housing policies have been adhered to properly and any and all related fees/fines have been paid.

Charges for the current semester must be paid in full before registration for the following semester.

## Financial Aid

A high percentage of Providence students will receive aid to help them pay for the cost of their education. All students who wish to be considered for financial aid are required to fill out the Institutional Aid Application (IAA), the Free Application for Federal Student Aid (FAFSA) and the VFAO Financial Aid Interview which is located in the financial aid section of the PCC website. This helps the college assess each student's financial need. In addition to those listed above, students who are pursuing scholarships and certain grants must fill out the appropriate scholarship and grant applications. Financial aid applications must be completed by March 1 to receive the maximum financial assistance available. All students must reapply every academic year for financial aid.

Providence Christian College follows procedures approved by the US Department of Education in packaging financial aid from federal, state and college sources.

## Scholarships

### ACADEMIC MERIT SCHOLARSHIPS

Scholarships are given for proven academic performance in high school. These scholarships take into account SAT/ACT scores and high school GPA and range from \$2,000 to \$14,000. The Academic Merit Scholarship is renewable upon the recipient maintaining an acceptable institutional GPA at Providence. Students must maintain a 3.0 cumulative GPA each year in order to renew their academic scholarship. If a student's cumulative GPA drops below a 3.0 at the end of the year the student will lose his/her scholarship. If the student raises the GPA above 3.0 in one of the following years at Providence, re-application for the scholarship is possible.

Transfer students are also eligible for the Academic Merit Scholarship. GPA's from any and all colleges attended will be taken into consideration as well as high school GPA and SAT or ACT scores.

### 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.

### OUTSIDE SCHOLARSHIPS

It is the responsibility of the student to notify Providence Christian College if they are awarded any additional scholarships from an outside source after they have been awarded their financial aid package. After the scholarship amount is verified an adjusted award package will be given.

## 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

This grant is automatically awarded to all students whose home residence is in the state of California and live more than 300 miles from Ontario. The amount of the grant is \$300. All students whose home residence is outside the state of California will receive a grant between \$300-\$800 based on distance from the college. The scholarship amount is determined by the financial aid office and this is renewable based on the declared home residence of the student. Applicants need not apply for this grant; it is awarded automatically based upon the student's declared permanent residence.

### 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

Providence participates in the Federal Direct Loan Program. This program offers both subsidized and unsubsidized loans. Student loans as well as Parent PLUS loans are available. These loans are called 'direct because the student and/or parent are borrowing directly from the US Department of Education. In order to see if you qualify to receive any of these loans you will need to complete the FAFSA (Free Application for Student Aid) as well as the VFAO (Virtual Financial Aid Office) application. To be eligible for Direct Loans, you must be enrolled in school at least half-time and meet general eligibility requirements for the Federal Student Aid programs.

### SUBSIDIZED LOAN

The subsidized loan provides for students with financial need as determined by federal regulations. This subsidized loan will not accrue interest while the student is enrolled in school at least half time, or during the student's grace and deferment periods.

### UNSUBSIDIZED LOAN

The unsubsidized loans are disbursed to students without concern for need. These loans accrue interest during all periods.

### PLUS LOANS

Plus loans are offered to parents of dependent college students to help meet college costs. Repayment begins 60 days after the full amount you've borrowed for a school year has been disbursed.

## SATISFACTORY ACADEMIC PROGRESS

The standards for satisfactory academic progress policy are found within the guidelines set forth in the Federal Student Aid Handbook. A student must be enrolled as a degree seeking student and must demonstrate satisfactory academic progress each semester. A student must earn 126 total credit hours to graduate. The minimum expected standard for full-time is 12 hours per semester, however the student course load is ordinarily 16 credit hours per semester. The maximum time frame is 12 semesters for a traditional full-time student. This applies only to the federal financial aid program, not the PCC scholarship program.

A student must continue to make satisfactory academic progress according to both the qualitative and quantitative standards as described below:

- a. Qualitative measure is based on cumulative GPA. To maintain satisfactory academic progress to receive financial aid a student must maintain the following minimum grade point averages.

Cumulative Hours Attempted		Minimum GPA Required
		By the end of each grouping
Freshman	0 – 30	1.50
Sophomore	31 - 62	2.00
Junior	63 – 94	2.00
Senior	95 + units	2.00

- b. Quantitative measure is based on cumulative hours completed. To maintain satisfactory academic progress, a student must maintain a minimum of 50% successful completion rate for the first two semesters and 67% successful completion rate for each of the following semesters.
  - Full-time students (at least 21 credits per year) have six years of financial aid eligibility to complete the degree
  - Three quarter time students (at least 16 credits per year) have eight years of financial aid eligibility to complete the degree.
  - Half-time students (at least 12 credits per year) have twelve years of financial aid eligibility to complete the degree.
- c. Students who fall below either the qualitative or quantitative standards will be placed on probation. Students are allowed to receive two semester of aid while on probation. If the student remains below the standards for a second consecutive semester on probation, the student will not be eligible for aid until regular academic standing is again attained.

## Financial Aid Policy for Part-Time Students

Anytime a student drops to part-time status either during the semester or between semesters, their financial aid will be adjusted accordingly and the financial aid package will be re-awarded. A student is considered full time if they are taking 12 or more credits and part-time if they are taking between 7-11 credits. A part-time financial aid award is one half of the full-time financial aid award. If a student drops to 6 credits or below they are considered less than part-time and are ineligible to receive any financial aid from Providence Christian College.

The financial aid award package covers the entire award year for both Fall and Spring semesters. If a student receives half of their original award due to a change in their enrollment status it is applied to each semester that they are part-time.

## 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).

## Return of Title IV Funds Policy

The Office of Financial Aid is required by federal law to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60% of a payment period or term. The Return of Title IV Funds Policy applies to all students who have, or could have been, disbursed federal funds. In accordance with federal regulations, the institution and the student are required to return unearned portions of Title IV assistance.

The return of the funds is based upon the percentage of time the student was at the college. The withdrawal date used to determine the refund is the date the student began the college's withdrawal process. When the student withdraws during his payment period (semester), the amount of Title IV funds he has earned up to that point is determined by the Federal Return of Title IV funds formula:

Percentage of payment period or term (semester) completed = the number of days completed up to the withdrawal date divided by the total days in the payment period of term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If the student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of the Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Pell Grants
- FSEOG
- Other Federal Aid

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## STUDENT LIFE

A detailed description of the student life policies and procedures are listed 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. 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.

### Community

We strive through student life at Providence 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 our 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 strive to handle the issue through biblical standards of confrontation, discipline, and reconciliation so that a positive environment can be restored.

### Culture

Student Life at Providence consciously engages 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. Cultural engagement is to be a vital part of the college experience as students are prepared for a lifetime of Christ-centered service. 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 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 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, 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 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 and must believe the affirmations found in the Apostles' Creed.

## 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 godly; in our words, we should speak only what is pure and avoid idle talk; in our actions, we should strive to be holy and 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 each of our responsibility to know and understand the civil laws that we live under.

## 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, like chapel, CARE groups, and Bible studies, that help us build that solid foundation.

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## ACADEMIC POLICIES AND PROCEDURES

### Faculty Advisers

When a student is admitted to Providence Christian College, a faculty adviser 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 adviser helps select courses that meet the goals of the student's program. Changes in faculty advisers are made through the registrar's office. Students are encouraged to get to know their advisers and confer with them on a regular basis.

### Class Schedule

Providence operates on four-day schedule, 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 Avodah Experiences—Weekends of Work and Worship in the World. For more information about Avodah Experiences see page 45 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 adviser. 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 adviser 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 advisers 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. The entry for withdrawals will be a W (withdrawal). 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 adviser and reported to the registrar through the use of an appropriate form. If the faculty adviser 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, 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 6 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, and it was impossible for the student to have taken the course when last offered. 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 adviser. 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.

Cases of intentional cheating or deliberate plagiarism will be reported to the Academic Dean's office. Disciplinary measures range from failure on the assignment or class for a first offence, and academic suspension for a second.

## 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
AU		Audit	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 advisers 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: term – Providence courses for one semester; institutional—only Providence courses or courses from cooperative programs; transfer—courses from any other institution. 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 Concerns 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 Concerns Committee will review the written appeal and notify in writing the concerned student of the decision.
- 5) All decisions of the Academic Concerns 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:

- Graduating with honors** ..... (*Cum Laude*) GPA of 3.500 to 3.699
- Graduating with high honors** ..... (*Magna Cum Laude*) GPA of 3.700 to 3.899
- Graduating with highest honors** ..... (*Summa Cum Laude*) 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 following 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 adviser 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 adviser.
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 adviser.

A student placed on academic probation may appeal to the Academic Concerns 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 Concerns 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 first bring the grievance to the 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, the issue can be resolved in this setting, with both parties accepting 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; if this is not possible, 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 excluded 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 professional 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

Commencement is a time for the seniors, for their families, and for the Providence community to celebrate together the completion of their formal education at Providence. Commencement is held at the conclusion of the spring semester, and includes any graduates from the previous fall. The conferral of a degree is by receipt of a diploma or official transcript noting degree completion.

## 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 of 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

All students are 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. **Avodah Experiences**
  - d. **Student development participation**
  - e. **Completion of an approved cross-cultural experience.**
6. **Completion of one May-term 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
  - COM 211 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.

### Avodah Experiences

In keeping with the mission of the college and in order to equip students to effectively engage the diverse local and global community, Providence sponsors Avodah Experiences. *Avodah*, a Hebrew term which has a dualistic meaning of work/service or worship/service, encapsulates this program well. This term is rooted in the biblical framework that all of life should be lived as a spiritual act of worship for God's glory in light of His delivering us from our bondage to sin (Deut. 10; Romans 12:1,2). This Reformed perspective on work and worship acknowledges Christ's Lordship over all creation including "every square inch" of life (1 Cor. 10:31; Col. 1:15-20); therefore, the college offers a broad spectrum of experiences. All of creation is meant to be understood, explored, and subdued (Gen. 1:28), but we are also called to work and serve as salt and light in this world (Matthew 5:13-16; John 21:15-17). In fact, cultural exploration should lead to further ministry and service in the world.

Avodah Experiences emphasize a holistic view of education giving practical application to theoretical teaching in the classroom through excursions and extended immersion experiences. The purpose of the Avodah Experiences program is to learn about culture and kingdom service by experiencing, engaging, and exploring the broader culture -- including the people, worldviews, artifacts, traditions, languages, etc. that make up that culture. Recognizing Christ's lordship over all of life, these experiences take the form of missions/service trips, cultural exploration, academic enrichment, recreation, and conferences/retreats.

Practically, this program is implemented in two phases: Avodah Excursions and the Avodah Immersion. The freshmen and sophomore students are required to participate in three Avodah Excursions each semester. These day trip excursions into the Southern California culture during the first two years of college are foundational learning experiences for this unique program and provide students with a taste of the diverse culture and service opportunities in Southern California. The second phase, which builds on that foundation, requires junior and senior students to participate in one extended cross cultural ministry and service immersion experience. The extended Avodah Immersions are 1-3 week trips to cross-cultural locations. These trips occur during college breaks and the summer months. The Avodah Experiences program (both the Excursions and Immersion Experiences) is an integral part of a Providence education; therefore this program is a requirement for graduation.

Expenses for the Avodah Excursions during the students' first two years are considered part of the academic program of the college and thus have been included in tuition. Juniors and seniors, while not required to attend any of these excursions, may participate in one each semester at no additional charge. Any student may attend additional Avodah Excursions, on a space available basis; however, they will be charged a fee per additional experience to cover the expenses. The extended Avodah Immersion trips will be funded through a combination of tuition, student deposits, team fundraising, and individual student fundraising.

### May Term

A three-week May term takes place each year following the end of the spring semester, offering students an opportunity for non-traditional experiential classes. Students must complete a May term before graduating from Providence, as part of the Core Liberal Arts requirement. Costs will be determined by the director of the May term.

### 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 adviser 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
- Education
- English
- Global Studies
- History
- Humanities
- 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 the minor in 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 faculty adviser 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 adviser.

### Off-Campus Study Programs

Several colleges offer off-campus programs in which Providence students may participate on a *space-available basis*. These various programs have their own minimum academic requirements for participation. Students interested in these programs should prepare themselves for these requirements. 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. In considering these programs, students should work with the Registrar and contact the host institutions for the most up-to-date information.

### **Through Calvin College**

[www.calvin.edu/academic/off-campus/](http://www.calvin.edu/academic/off-campus/)

#### **SEMESTER IN BRITAIN**

This program is offered in cooperation with St. John's University, located in York, 2 hrs. from London. Students live in the college dormitories, eat their meals in the dining room with the St. John's students and staff. Students take four courses during the semester, two with the Calvin program director and two through St. John's.

#### **SEMESTER IN CHINA**

This program will immerse you in the Chinese culture both traditional and modern. While staying at the Capital Normal University in Beijing you will visit the city's National Library, sports facilities, parks and countless other cultural sites. On special trips you'll travel to the outlying areas, walking on the Great Wall or trekking up a mountain. Students choose one of two study tracks: 1) Language-Focus or 2) Language and Culture both with language classes and study courses in English.

#### **SEMESTER IN FRANCE**

This program takes place in Grenoble, in southeastern France, on the campus of the Universite Grenoble III while living with a local family. Students may take French language, literature, and culture courses. All students take a one-credit course related to their cross-cultural experience, taught by the Calvin program director. Prerequisite of French language studies at advanced level.

#### **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. 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.

#### **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. During the semester, students live with Honduran families. The Calvin program director teaches the development studies classes, and Spanish language classes (beginning, intermediate, or advanced Latin America literature or culture) will be taught by highly skilled Honduran teachers using Calvin College's Spanish curriculum.

#### **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. Prerequisite of Spanish language studies at advanced level.

#### **SEMESTER IN HUNGARY**

This program is offered in cooperation with the Karoli Gaspar Reformed University in Budapest, the Budapest University of Technology and Economics (a university for the social sciences and humanities), and the Corvinus 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.

#### **SEMESTER IN NEW MEXICO**

In this course of study you'll encounter a new culture as you live in a place infused with the Native American way of life. Students will live in a dormitory on the campus of Rehoboth Christian School. Study anything from the geology of the southwest to the art and culture of the Navajo people or if you are in a teacher education program, consider Rehoboth Christian School for your student teaching experience. Most courses are taught by the Calvin program director with additional courses available at the University of NM – Gallup campus.

#### **SEMESTER IN THE NETHERLANDS (Science and Engineering emphasis)**

This program's main focus is for engineering or science degrees but students studying Dutch language and culture programs may also benefit. Students will stay on campus and enroll in courses at VU University Amsterdam that will be taught in English. A variety of humanities and social sciences courses are offered in English by the Free University. Prerequisite of Dutch language and culture class prior to or during the January interim preceding the off-campus semester.

#### **SEMESTER IN SPAIN**

This program offers introductory and advanced Spanish language programs in Denia, Spain. The Spring semester hosts the advanced program while the Fall offers the core program every other year. Students live with Spanish families and attend classes on the campus of La Universidad Nacional de Educación a Distancia (U.N.E.D.). Prerequisite of Spanish language studies at advanced level to study in the Spring. There are no prerequisites for the Fall core program.

#### **SEMESTER IN THAILAND (Sustainability Studies)**

This program is a rigorous study of the links between culture, ecology and sustainability. Broken into four 1 month studies, you will begin with language while living with a Thai family in Chiang Mai. Classes are taught through the International Sustainable Development Studies Institute (IDSI) and will include time in the field paddling river, hiking remote mountain trails and sea kayaking. Prerequisite of a 2.7 grade point average.

#### **SEMESTER IN WASHINGTON, D. C.**

This program is open to many fields of study through the wide variety of job options found through Career Services. Jobs like working at CNN, the Department of Transportation or Amnesty International. You will stay with other Calvin students at the Heritage Foundation in the heart of the city, near Capitol Hill. Prerequisite for the D.C. program is an Introduction to Washington, D.C. class.

## Through Covenant College

[www.covenant.edu/students/resources/experiential/off\\_campus\\_study](http://www.covenant.edu/students/resources/experiential/off_campus_study)

Covenant offers a number of off-campus study opportunities. Check their website for the most current information and confer with the registrar about possible options.

## Through Dordt College

[www.dordt.edu/academics/programs/off\\_campus/semester\\_dordt.shtml](http://www.dordt.edu/academics/programs/off_campus/semester_dordt.shtml)

### STUDIES PROGRAM IN CONTEMPORARY EUROPE (SPICE)

This program spends a semester studying in The Netherlands. Students can earn 12 credits to 16 credits in cooperation with the Gereformeerde Hogeschool in Zwolle. Students will live with host families. A course in college-level Dutch or its equivalent is recommended. Courses offered include the Dutch language, Dutch Area Studies, and International Business.

### SEMESTER IN NICARAGUAN (SPIN)

Immerse yourself in Nicaraguan life and see the similarities and differences among cultures. Living, studying and serving in cooperation with The Nehemiah Center. You will live with host families in Leon as you study language, transformational development and Central American culture.

## 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. <http://www.semesterinspain.org/>

## 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. Check their website for current information. <http://www.bestsemester.com>

## CCCU Domestic Programs

### AMERICAN STUDIES PROGRAM

Founded in 1976, 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 with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: the Artist, Executive and Technical Tracks. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. 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. The Technical Track prepares students for careers in live sound, concert lighting and studio recording. Students within each of the tracks receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study and a practicum. Students earn 16 semester hours of credit.

### LOS ANGELES FILM STUDIES CENTER

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, *Hollywood Production Workshop* and *Theology in Hollywood*, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

### WASHINGTON JOURNALISM CENTER

The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal writing skills. These classes - *Foundations for Media Involvement*; *Reporting in Washington*; and *Washington, News and Public Discourse* - combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience.

## CCCU International Programs

### CHINA STUDIES PROGRAM

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization 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 learning English or helping in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration that includes a three-week, full-time internship. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an, Xiamen and Hong Kong. This interdisciplinary, cross cultural program enables students to deal with this increasingly important part of the world in an informed, Christ centered way. Students earn 16-17 semester hours of credit.

#### **SCHOLARS' SEMESTER IN -OXFORD (SSO)**

SSO is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of university's historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course Christianity and Cultures. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

#### **LATIN AMERICA STUDIES PROGRAM**

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The 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 Latin Americans. Students also take part in an internship/practicum and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.

#### **MIDDLE EAST STUDIES PROGRAM**

**The Middle East Studies Program**, based in Cairo, Egypt, allows Council 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 peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ centered manner. Students earn 16 semester hours of credit.

#### **OXFORD SUMMER PROGRAMME**

The Oxford Summer Programme (OSP) is a program designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the British Isles and give more focused attention to topics of particular interest through the seminars which emphasize student learning and research under expert guidance. Seminars (and their attached

tutorials) are given on specialized topics under the direction of expert Oxford academics in the areas of history, religious studies, philosophy, English literature, the history of art, and history of science. The programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.

#### **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 entitled *History and Sociology of Religion in Russia*, *Russian Peoples, Culture and Literature*, and *Russia in Transition*, students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework. 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 participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.

#### **International Partners Programs**

##### **AUSTRALIA STUDIES CENTRE**

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 participate in service projects and live in homestays with local families to help them encounter the Australia that tourists never see. We seek to challenge students to grapple with the implications of what it means to put down deep local roots which have global consequences socially, environmentally and spiritually. Students also travel into the countryside to engage rural life and the aboriginal peoples.

##### **UGANDA STUDIES PROGRAM**

The Uganda Studies Program (USP) provides students with both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. Students in the Uganda Studies Emphasis (USE) live on campus at Uganda Christian University in Mukono, Uganda, sharing their lives with university students from Uganda and other parts of Africa. Students in the Intercultural Ministry & Missions Emphasis (IMME) live with host families within walking distance of the university. All USP students take classes from UCU professors and share meals with UCU students. These relationships give students a first-hand perspective as they explore issues such as poverty, aid and missions, and as they seek to reconcile the realities of East Africa with their Christian faith. Students also spend time in Rwanda and rural Uganda. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU curriculum to earn up to 16 hours of credit.



## 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)

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 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. And 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.

#### Student Learning Outcomes:

Students who graduate from the biblical and theological studies program are able to:

#### *Biblical*

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

#### *Academic Development*

5. Employ critical and analytical reasoning skills with biblical and theological data, and draw appropriate exegetical and theological conclusions.
6. Evaluate alternative perspectives according to biblical criteria, sensitive to the role of presuppositional commitments.
7. Communicate effectively both the process and conclusions of biblical and theological study, in both oral and written venues.

#### 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**

This course provides an in-depth look at the Book of Psalms. We will study the nature of Hebrew poetry, the history and principles of Psalms interpretation, the structure of the Psalter, and the different Psalm genres. The goal will be to understand the theology of the Psalms as focused on the kingdom of God and his coming Messiah, and the implications for our use of the Psalms in worship and Christian living. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

**324 Wisdom Literature**

This course examines The Old Testament books of Proverbs, Job, Ecclesiastes, and Song of Solomon. These books share a focus on wisdom as living in the fear of God and in harmony with his created order. Parallels with ancient Near Eastern wisdom highlight the importance of general revelation. We explore how the teachings of these books relate to Christ and to our everyday lives. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

**325 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)

**326 Apocalyptic Literature**

This course focuses on the biblical books or portions of books sharing features of apocalyptic prophecy: Isaiah 24-27, Ezekiel 38-48, Daniel, Zechariah, and the New Testament book of Revelation. Dealing with God's climactic intervention to crush evil and bring in the new age, apocalyptic features visions and symbolism that require careful attention to literary genre and historical context, including inter-testamental Jewish apocalyptic. Revelation will be seen to build on much of this earlier apocalyptic tradition. 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 Johannine Literature: Gospel and Letters**

This course is a study of the fourth Gospel and 1-3 John. Recent scholarship has produced a wealth of research on these books opening up new vistas for appreciating the depths of John's theological themes. These focus on the glory of the eternal Word made flesh, fulfilling the Old Testament, revealing to us the Father and the Spirit, and redeeming us on the cross. Special study is also made of the historical reliability of John's Gospel, and of John's theology of mission. 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**

This course is a study of the general or catholic epistles (Hebrews, James, 1-2 Peter, and Jude). 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. (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)

**360-370 Systematic Theological Studies**

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 challenge to traditional and Reformed perspectives.

**362 Christology**

A study of the person and work of Christ, this course will lead us to a deeper appreciation of the practical importance of knowing Christ as the God-Man and what he has accomplished for us. Recent challenges to Nicene and Chalcedonian orthodoxy and to penal substitutionary atonement will be met by a closer examination of Scripture as well as the best of the patristic and Reformed theological tradition. Finally, we will consider how the gospel of our salvation is at stake in the ways Jesus Christ has been misrepresented in our current Christian cultural context. Prerequisite: BTS 320 or permission of the instructor. (3 credits)

**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)

**385-395 Special Topics in Biblical and Theological Studies**

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
- 385-395 Special Topics in Biology**  
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)

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 (49-52)

BUS 111	Personal Finance	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:*

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>	<u>11-17</u>
<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 Personal Finance**  
This course is an introduction to the mathematics used in the following functional areas of business: accounting, economics, finance, management, marketing, and operations. In addition, students will survey the management of personal and family finances, including budgeting, consumer buying, personal credit, savings and investment, home ownership, insurance and retirement. 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 adviser 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)
- 385-395 Special Topics in Chemistry**  
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)
- 460-462 Directed Independent Studies**  
This course is a culmination of the chemistry minor in which the student, under the direct supervision of his or her adviser, 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 Public 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
COM 450	Field Experience	

<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:*

COM 373*	Motion Picture Production (C-LA)	3
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 111	Foundations of Communications	3
COM 221	Cross-Cultural Communication*	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 Public Communication**

Before students can engage people and culture for Christ, they must understand how to publicly communicate their thoughts and ideas. Knowing that public communication is often mankind's greatest fears, this course seeks to encourage and develop the skills needed for successful oral communication. The course will examine the presentational, organizational, and research skills needed to succeed in public communication. (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)

**211 Introduction to Theater**

This course introduces students to the art and craft of theater. Emphasis is placed on its social and collaborative nature as the class examines theater's unique history, major developments, and various techniques. Activities include the reading of 2-3 major plays, critical & theatrical writing, ensemble projects, performance workshops, and play attendance. (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. (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. (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.

## 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 Christian 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 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 prepares students for ACSI teaching certification, enabling them 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 312	Children and Adolescent Literature	3
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

<b>Total Liberal Studies major credits</b>	63-65
<b>Education Core</b>	17
<b>Elementary Education concentration**</b>	28
<b>Core requirements remaining</b>	9-12
<b>Electives</b>	<u>4-9</u>
<b>Total:</b>	126-128

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

***Secondary Education Concentration (19-20):***

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: 2-3

EDU	300 level or higher
HIS 351	History of California

<b>Content major*</b>	42-48
<b>Education Core</b>	17
<b>Secondary Education concentration</b>	19-20
<b>Core requirements remaining</b>	42-57
<b>Electives</b>	<u>0-6</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
EDU electives-	300 level or higher	6

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

**Church Education Leadership Minor (20):**

EDU 101	Foundations of Education	3
EDU 201	Psychology of Lifespan Development**	3
EDU 301	Curriculum and Instruction	3
EDU 360	Church Education	2
EDU 365	Educational Leadership	3

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

*Students must fulfill the minor by taking at least 6 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	2
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. Prerequisite: EDU 301 or permission of instructor. (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: EDU 301 or permission of instructor. (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. Prerequisite: EDU 301 or permission of instructor. (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 301 or permission of instructor. (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: EDU 301 or permission of instructor. (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: EDU 301 or permission of instructor. (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. Prerequisite: EDU 301 or permission of instructor. (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. (2 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. (2 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)
- 385-395 Special Topics in Education**  
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 - Student Teaching**  
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)
- 451 Field Experience - Internship**  
Students are placed for a one-semester internship within a Christian school or Church education setting. This internship provides them with the opportunity to assist teachers, librarians, school administrators, or church education leaders. While not as extensive as EDU 450, the student will be able to experience their chosen educational setting to evaluate future employment in education. This is an excellent option for students completing one of the Education minors. Prerequisite: Junior or Senior as an education student. (1-6 credits)

## English (ENG)

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“The importance of a study of language, as opposed to a scientific study of a space-time event like a solar eclipse or rat behavior, is that as soon as one scratches the surface of the familiar and comes face to face with the nature of language, one also finds himself face to face with the nature of man.”

—Walker Percy, *The Message in the Bottle*

Studying language and literature humanizes us. Beyond answering the obvious questions of who we are and why we are here, it suggests numerous possible answers to Francis Shaeffer's question, “how shall we then live?” It puts us face to face with our own fallenness and suggests the possibility of redemption. A major in English gives students a strong sense of the history behind them and of the culture around them, as well as honing their reading and writing skills. In a practical sense, it prepares them to become the writers, editors, teachers, journalists, lawyers, church and community leaders that shape their society.

### Department Mission and Student Learning Outcomes

#### Mission Statement:

The English Department at Providence Christian College recognizes The Word as the creative origin of all life (John 1:1-5) and the word—written and oral—as fundamental to the development and maintenance of human community; it equips students with college-level thinking and writing skills (*writing*), discipline-specific content knowledge, and familiarity with established critical approaches to literature (*reading*).

#### Student Learning Outcomes:

1. Critical thinking: Comprehension of written and oral expression, discussion, and theoretical argument structure and formulation.
2. Communication skills: Composition of college-level analytical essays using rational structure (*logos*), accepted style and appropriate evidence (*ethos*), and sympathy for opposing points of view (*pathos*); oral presentation and response; creative writing, poetry and prose.

3. Content knowledge: Literacy in British, American, and World poems, plays, short stories, novels, and literary non-fiction; authors' lives; awareness of texts' historical context and relevance.
4. Critical approaches: Familiarity with new critical, historicist, psychoanalytic, and reader-response schools of literary criticism.
5. Biblical perspective: Ability to interpret literature within the paradigm of creation, fall and redemption.

**English Major (42)**

**English Core (21):**

ENG 101	Composition: Writing and Research*	3
ENG 210	Critical Scrutiny	3
ENG 201	Introductory Studies in Literature*	3
ENG 321	Advanced Expository Writing	3
ENG 345	Single Author Study	3
ENG 350	English Tutorial	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 385-95	Special Topics in Literature

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

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

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

<b>English Major Requirements*</b>	42
<b>Core Requirements remaining</b>	51-57
<b>Secondary Education Requirements**</b>	37
<b>Electives</b>	<u>0</u>
<b>Total:</b>	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	Critical Scrutiny	3
ENG Elective (subject to approval by English faculty)		3

*Students must choose two courses from the following options:* 6

ENG 211	American Literature to 1865
ENG 212	American Literature from 1865
ENG 221	British Literature I
ENG 222	British Literature II
ENG 311	Non-Western Literature
ENG 331	Transatlantic Comparisons
ENG 341	Studies in World Literature
ENG 345	Single Author Study
ENG 352	Critical Scrutiny
ENG 385-95	Special Topics in Literature

\*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. Using Lynn Bloom's *Essay Connection* as a primary text, we will also discuss prose structure and style in light of selected readings from 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 **Critical Scrutiny**

This course helps students refine a range of literary-critical skills including close-reading, scansion, and contextual analysis, as well as familiarizes them with historic schools of literary theory such as structuralism, poststructuralism, reception theory, reader-response, and psychoanalysis. Prerequisites: ENG 101 and 201. (3 credits)

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

This course provides 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 is 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 is paid to identifying elements of the literary periods of the Enlightenment, Romanticism, Modernism and Postmodernism. Prerequisite: ENG 221. (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)

### 271 **Introduction to Creative Writing: Poetry and Prose**

This introductory course in creative writing gives students practice writing both poetry (in various forms) and prose (short stories and non-fiction 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 continues from ENG 271 and allows students 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 helps to broaden a student's literary education that is usually based solely on the Anglo-American tradition. The course rotates 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 looks 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 provides 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 allows 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**  
The English Tutorial is a research-intensive course 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)

- 385- Special Topics in Literature**  
**395** These courses 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: Comedy and Modernism; Women and Literature; The Inklings; 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- Field Experience**  
**451** 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)

## Global Studies (GLB)

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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 Global Studies seeks to understand the character and varieties of human culture, appreciate their strengths, and evaluate them according to biblical standards.

A minor in Global 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 Global Studies.

### Global Studies Minor (21-23)

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

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

#### *Global 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.

## Greek (GRK)

### 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 I**

Intended to help students improve their Greek proficiency, this course consists in reading through one or more books of the New Testament. Students will gain practice in grammatical and philological analysis, with the help of commentary on the Greek text. Includes new and review vocabulary work. Prerequisite: GRK 206. (1 credit)

### **302 Greek Reading II**

This course continues GRK 301, with additional examination of the range of koine styles in the New Testament. Prerequisite: GRK 206. (1 credit)

### **401 Greek Reading III**

This course further enhances students' Greek proficiency with the reading, analysis, and translation of a broad selection of Hellenistic Greek texts. These include portions of the Septuagint and the Apostolic Fathers, as well as more difficult sections of the New Testament. Includes new and review vocabulary work. Prerequisite: GRK 206. (1 credit)

### **402 Greek Reading IV**

This course is a continuation of GRK 401. Prerequisite: GRK 206. (1 credit)

## Health and Physical Education (HPE)

### 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**  
This course introduces lifetime physical fitness principles through weightlifting and other muscle developing exercise. Students will learn the fundamental skills and principles of weightlifting in a fitness-based setting. (1 credit)
- 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
- Intercollegiate Sports**
- 201 Cross-Country Running Team**
- 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)

**201 Intermediate Hebrew I**

In this course we will read portions of the Hebrew Bible, practicing translation and analysis of the text. We will also review basic Hebrew grammar and vocabulary. Prerequisite: HEB 102. (3 credits)

**202 Intermediate Hebrew II**

This course will continue Hebrew Bible reading from HEB 201, and grammar and vocabulary review. Prerequisite: HEB 102. (3 credits)

**301 Hebrew Reading I**

This course will increase students' Hebrew proficiency by further reading and analysis in the Hebrew Bible, and additional work with advanced lexical and grammatical tools. This course, as well as HEB 302, will also include an introduction to biblical Aramaic, with readings from Daniel and Ezra. Prerequisite: HEB 102. (1 credit)

**302 Hebrew Reading II**

This course is a continuation of HEB 301. Prerequisite: HEB 301. (1 credit)

## 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, and redemption. 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):**

*One European History Elective from the following:* 3

HIS 265	Early Modern Europe
HIS 266	Nineteenth Century Europe
HIS 267	Twentieth and Twenty-first Century Europe

*One American History Elective from the following:* 3

HIS 352	Early American Republic
HIS 353	American West
HIS 355	Religion in America

*One Non-Western History Elective from the following:* 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
HIS 356	Comparative World History

*Two Open Electives in History from the following:\*\** 6

Any upper division history class (including HIS 315, HIS 316, HIS 351)

*Two History/ Cognate Electives from the following:\*\** 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>	48-51
<b>Electives</b>	<u>33-36</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. Required course for both major and minor. Prerequisite: Junior standing (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)

**355 Comparative World History**

Unlike a strict survey course, contemporary World History focuses on the social, economic, and cultural processes or systems that have interlinked the world in the modern period. It moves away from a traditional Euro-centric or Western perspective on such development, valuing the historical developments of non-western societies. While not neglecting the importance of the “West” and “East” as historical constructions, World History studies often uncover the dynamic interdependence of both in the production of integrated world systems. Since history means by definition inquiry or investigation, this non-survey course will sample the historiographical literature on world history from origins to contemporary globalization. Students will read a handful of leading comparative world historians including Immanuel Wallerstein, William McNeill, Steven Topik, and Kenneth Pomeranz. (3 credits)

**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)

**450-451 Field Experience**

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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The Humanities minor is a broad program studying the artistic, literary, and philosophical developments of human history. In the humanities, cultural developments are studied from aesthetic, historical, literary and philosophical perspectives, with an emphasis on aesthetic and theoretical analysis rather than performance. Electives can be drawn from courses in Communication (film and theater), English (Literature), Music (history and aesthetics), Philosophy (worldview and history of philosophy, including BTS when appropriate), and visual arts.

## Humanities Minor (18)

*Required Courses (6)*

HUM 111	Civilization and Culture I (3)
HUM 112	Civilization and Culture II (3)

*Electives (12; must be drawn from 2 different disciplines)*

BTS 340	Christian Ethics
BTS 345	World Missions
COM 211	Introduction to Theater
COM 234	Aesthetics of Film
ENG 211	American Literature to 1865
ENG 212	American Literature from 1865
ENG 221	British Literature I
ENG 222	British Literature II
ENG 311	Non-Western Literature
MUS 211	Music Appreciation
MUS 241	Music History I
MUS 242	Music History II

### 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 (81-86)

#### **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 (9-12)**

HUM 101	Reformed Perspectives on Calling and Culture	3
PHL 111	Introduction to Critical Thinking	3
<i>Fine Arts: One of the following options:</i>		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)		

#### **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

**Miscellaneous (9)**

- Capstone Course - within areas of concentration, majors, or minors
- Field Experience - within areas of concentration, majors, or minors
- May Term
- Cross-cultural Requirement

<b>Total major credits</b>	81-86
<b>Core requirements remaining*</b>	0
<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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**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 logarithmic 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- Special Topics in Mathematics**

**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)

## 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 (20)**

*Applied Performance: Students choose from any combination of the following (4/6\*)*

MUS 190	Class Voice	1 /semester
MUS 195	Class Piano	1 /semester
MUS 101-108	Private Voice	1 /semester
MUS 111-118	Private Instrumental Lessons	1 /semester
MUS 121-128	Vocal Ensembles	1 /semester
MUS 131-138	Chorale	1 /semester
MUS 171-178	Instrumental Ensembles	1 /semester

*\*Students interested in Music Education may fulfill two hours of the applied music requirement from 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 I	3
MUS 241	Music History II	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 I**  
This course is designed to examine the development of Western music from the Greeks to the end of the Baroque period, with attention to non-western music and sacred music. (3 credits)
- 241 Music History of the Western World II**  
This course is the continuation of MUS 240 and examines the development of Western music from the Baroque to the present, with attention to non-western music and sacred music. (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)
- 385-395 Special Topics in Music**  
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. (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. (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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	<b>Ronald Verhoeven</b> (Corcoran, CA)

### Administration

#### *Senior Administrators*

**Dawn Dirksen**, *Director of Operations*; B.S., Coleman College  
**J. Derek Halvorson**, *President*; B.A., Covenant College; M.A., University of Arizona; Ph.D., Loyola University, Chicago  
**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*

**Max Belz**, *Admissions Counselor*  
**Justin Bleeker**, *Director of Student Activities*  
**Tina Bos**, *Financial Aid Officer*  
**Wanda De Vries**, *Library Assistant*  
**Matt Gabrielse**, *Admissions Counselor*  
**Mary Ellen Godfrey**, *Academic Liaison Officer*; M.A., Case-Western Reserve University

**David Ligtenberg**, *Resident Director*  
**Sandra Nanninga**, *Events Coordinator/Food Service Assistant*  
**Sande Sloniker**, *Accountant*  
**Ruby Snieder**, *Development Assistant/Alumni Coordinator/Resident Director*  
**Patricia Tsai**, *Registrar*; M.A., Azusa Pacific University  
**Keri Whitaker**, *Men's and Women's Cross-Country Coach*

### Faculty

#### *Teaching Faculty*

**Aaron Belz (2008)**, *Associate Professor of English*; B.A., Covenant College; M.A., New York University; Ph.D., Saint Louis University  
**J. Derek Halvorson (2009)**, *President*; B.A., Covenant College; M.A., The University of Arizona; Ph.D., Loyola University Chicago  
**Steve Kortenhoeven (2005)**, *Instructor of Education*; B.A. and M.Ed., Dordt College; Ed.D. (cand.), Azusa Pacific University  
**Troy T. Lamberth (2008)**, *Assistant Professor of Communication*; B.A., California Baptist University; M.F.A., Chapman 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  
**Kyle Bennett (2010)**, *Adjunct Instructor of Biblical and Theological Studies*; B.A. Geneva College; M.A., Fuller Theological Seminary  
**Luana De Groot-Canty (2005)**, *Adjunct Instructor of Music*; M.M., California State University, Fullerton  
**Jim Den Ouden (2010)**, *Adjunct Instructor of Education*; M.A., California State University at Long Beach; M.A., California State University at Fullerton  
**Lynn Hoekstra (2007)**, *Adjunct Instructor of Education and Director of Academic Support Center*; B.A., Calvin College; M.A., Western Michigan University  
**Mark Huguen (2005)**, *Adjunct Instructor of Mathematics*; B.A., Dordt College; M.A., California State University, Fullerton  
**Brian Kamps (2008)**, *Adjunct Instructor of Geography*; B.A., Dordt College  
**Jeffrey Mills (2007)**, *Adjunct Professor 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. (cand.), Florida State University

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

**Keri Whitaker (2009)**, *Adjunct Instructor of Health and Physical Education*; B.A., California Polytechnic University, Pomona; M.Ed., National University

**Visiting Teaching Faculty**

**Aaron Genzink (2010)**, *Adjunct Instructor of Education*; B.A., Calvin College; M.A., Azusa Pacific University

**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

**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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