



# CATALOG

## 2017-2018

1539 East Howard Street  
Pasadena, CA 91104  
866.323.0233  
[admin@providencecc.edu](mailto:admin@providencecc.edu)  
[www.providencecc.edu](http://www.providencecc.edu)

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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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**REGARDING THE CATALOG**

This catalog contains general academic and administrative information along with specific descriptions of the courses of study offered. Because the catalog is published prior to the year it covers, changes in some programs will inevitably occur. The schedule of classes in Populi, the student information system, will have the most up-to-date information.

This catalog may be found online on the website of Providence Christian College during the summer prior to the start of the academic year. Prospective students are encouraged to review this catalog online prior to signing an enrollment agreement.

Disclaimer: Providence Christian College reserves the right to change any and all student charges, modify its services, or change its curriculum or programs of study should economic conditions, curricular revisions, or other relevant factors make it necessary or desirable to do so. While every effort is made to insure the accuracy of the information in this catalog, Providence Christian College has the right to make changes at any time without prior notice.

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# COLLEGE CALENDAR 2017-2018

## Fall 2017

### August

5	Saturday	Fall Teams Move-In
8-10	Tues. – Thurs.	Faculty Orientation
19-23	Sat. - Wed.	Embark: New Student Orientation
22	Tuesday	Returning Student Move-In
23	Wednesday	Student Registration/Convocation
24	Thursday	Classes Begin

### September

4	Monday	Labor Day – NO CLASSES
8	Friday	Final day to add or drop classes (without “W”) – Due 5:00 P.M.
21	Thursday	Student Development Day

### October

13-14	Fri. - Sat.	Homecoming Weekend
26	Thursday	Final day to withdraw from classes – Due 5:00 P.M.

### November

20-24	Mon. – Fri.	Thanksgiving Recess – NO CLASSES
27	Monday	Classes Resume

### December

8	Friday	Recitals/Capstone Presentations – NO CLASSES
11	Monday	Last Day of Classes
12	Tuesday	Final Examinations Begin
15	Friday	Examinations end at 4:00 P.M.
16	Saturday	Christmas Break begins
20	Wednesday	Fall semester grades due to registrar

## Spring 2018

### January

8	Monday	Student Registration
9	Tuesday	Classes Begin
15	Monday	Martin Luther King, Jr. Day – NO CLASSES
24	Wednesday	Final day to add or drop classes (without “W”) – Due 5:00 P.M.



**February**

8-9	Thurs. – Fri.	Academic Conference – ATTENDANCE REQUIRED
14	Wednesday	Final day to remove incompletes from fall semester

**March**

13	Tuesday	Final day to withdraw from classes – Due 5:00 P.M.
19-23	Mon. – Fri.	Mid-term break – NO CLASSES
26	Monday	Classes Resume
30	Friday	Good Friday – NO CLASSES

**April**

24	Tuesday	Recitals/Capstone Presentations – NO CLASSES
30	Monday	Last Day of Classes

**May**

1	Tuesday	Final Examinations Begin
4	Friday	Examinations end at 4:00 P.M.
5	Saturday	Commencement Ceremony
		Summer break begins
9	Wednesday	Spring semester grades due to registrar
8-26	Mon. – Fri.	Avodah Immersion

**July**

4	Wednesday	Final day to remove incompletes from spring semester
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The current college calendar is posted in the Registrar's section of the website at [www.providencecc.edu](http://www.providencecc.edu).

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# GENERAL INFORMATION

## Vision of the College

Providence Christian College is a Reformed Christian college whose mission 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.*

The vision of Providence Christian College flows from its mission and core values. In order to fulfill this mission, the College seeks first and foremost to create a culture of learning where the Bible and the Reformed confessions that summarize its teachings provide the essential principles that direct its educational philosophy. The foundational character of Scripture is articulated in the theological purpose statement of the College. Courses are taught from a biblical perspective emphasizing the creation, fall and redemption of humanity. This perspective shapes the core curriculum which is organized around knowing God, knowing creation and knowing ourselves. This foundational commitment also shapes the majors and their development.

Providence Christian College is committed to a rigorous, holistic and interdisciplinary liberal arts curriculum designed to enable students to think critically, to evaluate a variety of worldviews, to see clearly from a Christian perspective, to demonstrate creativity, and to engage the world around them. In order to accomplish this goal Providence seeks to integrate faith and learning, to promote collaborative student-faculty interaction, to build academic community, and to help students to “author” their own education. In considering long term growth the College seeks to maintain a student body that allows for genuine academic community and the benefits of a learning environment possible in a small residential liberal arts college.

Providence Christian College seeks to enroll Christian students as it strives to be an institution that promotes a covenant community on campus where students care for each other and are accountable to each other. At the same time the College seeks to welcome and engage the broader world by building a college community that is not only unified in its Christian commitment but also culturally and ethnically diverse.

The educational goal of the College is to equip and encourage members of the college community, particularly students, to serve God and neighbor as the Bible directs with a clear sense of their calling in the world. The education at Providence is designed to link knowledge to action, to encourage service, to foster a knowledge of and concern for the local and global community.

As the College develops, it will help students to develop wisdom and discernment in fulfilling God’s mandate for faithful stewardship over the creation and in service to humanity. Providence also seeks to maintain a nurturing educational environment that prepares Christian students who are firmly grounded in biblical truth and who grow into those who are fully prepared to engage the wider world.

Providence looks to the future with the confidence that God will bless the efforts of the College as it is faithful to its mission. The College seeks to be faithful to the Lord and his word as it lives out its core values “for the glory of God and for service to humanity.”

## 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, biblical perspective in their college education. The original group was motivated to establish Providence Christian College because of its desire to meet those needs.

This group 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 bachelor's degree programs.

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. Candidacy status was granted in March 2009. The WASC commission granted Providence Christian College initial accreditation in March 2013.

Looking strategically towards the next phase in its development, on August 2, 2010, the College moved from its initial home in Ontario, California to its current campus in Pasadena, California.

## **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. The BPPVE has since been reorganized as the Bureau for Private Postsecondary Education (BPPE).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888)370-7589 or by fax (916)263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet website [www.bppe.ca.gov](http://www.bppe.ca.gov).

## **Accreditation**

Providence Christian College is accredited 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.

## **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 Los Angeles 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 emphasized visiting 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.

### **SPEER HALL**

The lower floor of Speer Hall houses the faculty and administrative offices of Providence Christian College.

### **MCGAVRAN HALL**

Donald A. McGavran Hall provides classroom space, practice rooms and a study area for students of Providence Christian College. Students and faculty meet on the second and third floors. Each classroom is equipped with a ceiling mounted LCD projector, hanging wall projector screen, ceiling mount speaker and pixie wall plate controller. Wired and wireless internet access is available campus wide, including all classrooms.

## **LATOURETTE LIBRARY**

The Kenneth Scott Latourette Library serves Providence Christian College, INSIGHT (Intensive Study of Integrated Global History and Theology), and William Carey International University. Latourette Library has a collection of 51,000 books and 40 periodical subscriptions. The library has many resources for cultural studies, some of which are not commonly found in other libraries. This collection is augmented by an additional 8,300 online periodicals (over 4,600 full text), over 70,000 electronic books, inter-library loan service, and several cooperative borrowing agreements with nearby libraries. The on-campus library has four dedicated computer stations and wireless Internet access.

Library materials may be checked out using Providence student ID. Electronic access is available both on campus and remotely.

Special hours may be set for final exam weeks, breaks, holidays, and vacations. Regular hours are as follows:

**Monday to Thursday:** 8:45 a.m. to Midnight

**Friday:** 8:45 a.m. to 5:00 p.m.

**Saturday:** 11:00 a.m. to 5:00 p.m.

**Sunday:** Closed

## **ACADEMIC RESOURCE CENTER (ARC)**

The Academic Resource Center, located on the third floor of McGavran Hall, offers academic support and career planning services. ARC staff members help and encourage Providence students to grow academically and consider God's call in their lives.

The Academic Resource Center offers:

- New student orientation sessions.
- Study sessions led by ARC staff.
- Discussion groups with staff and faculty.
- Weekly meetings with individual students for academic guidance based upon individual request, faculty, or admissions department recommendation.
- Writing help: Students can email their papers for review or bring their papers to the ARC for an individual writing conference.
- Career services, including a job board and workshops on resumes, cover letters, job search, and interview skills.
- A mentorship program.
- Disability services.

## **WRITING CENTER**

The Writing Center, located on the third floor of McGavran Hall, offers academic support specifically for student writing and research of all levels. Students can book individual or group appointments with staff in the Writing Center, where staff can assist students with:

- navigating library resources
- utilizing research in collegiate academic papers
- drafting thesis statements
- outlining research papers

- paper review feedback
- creating presentations

## **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 Director 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 (see catalog pages 38-39 for more information). Questions about FERPA should be referred to the Registrar’s Office. 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.

### **NON-DISCRIMINATION 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 Director 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.edu](http://www.providenceccc.edu) 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**     **Priority 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.edu](http://www.providencecc.edu))
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 I-20 (Certificate of Eligibility for Non-immigrant Student Status – For Academic and Language Student).

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 I-20. The process for obtaining it 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) 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. Register online for the ACT or request individual registration by mail packets from the American College Testing Program at [www.act.org](http://www.act.org). Register online for the SAT at [www.collegeboard.com](http://www.collegeboard.com). To register by mail, you'll need an *SAT Paper Registration Guide*, which is available at your school counselor's office. A registration form and return envelope are included with the *SAT Paper Registration Guide*.



## 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.

**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 Director of Student Life, warrant a “trial” period.

**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 Concerns 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 concentrations 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 2012, the student should begin the process by contacting Providence by fall 2011. 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. Student Data Form for SEVIS
3. A non-refundable US\$25 application fee
4. Completed essays (statement of faith essay)
5. An official high school transcript and/or national exam test results. (If not in English, evaluated and translated by a member of NACES)
6. Official transcripts from any and all college(s) attended. (If not in English, evaluated and translated by a member of NACES)
7. Educational History
8. Proof of English language proficiency
9. A copy of the ACT or SAT Test results
10. Academic Reference
11. Pastoral Reference - Completed by either pastor, youth pastor, or an elder
12. Financial Resources Statement & Sponsorship— official documentation also required
13. Letter requesting financial aid (if needed)
14. 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 Registrar's Office. 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, Chemistry, 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.

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# 2017-2018 FINANCIAL INFORMATION

## Tuition, Room, and Board

Full-time tuition <sup>1</sup>	\$14,261/semester \$28,522/year
Part-time tuition (per credit hour)	\$1,188
Overload fee <sup>2</sup> (more than 18 credit hours)/Summer courses	\$556/per credit hour
Auditing fee <sup>3</sup> (per credit hour for non-matriculated students)	\$34/per credit hour
May term (fees will be assessed per May term experience)	TBD

### Room and Board<sup>4</sup>

#### Aylward House

Single dorm room	\$3,388/semester
Double dorm room	\$2,447/semester
Oversize dorm room	\$2,594/semester
**Triple dorm room	\$2,319/semester
*Married/adult housing 1 bed and 50Plan	\$16,070/year
*Married/adult housing Studio and 50Plan	\$14,850/year

#### Townsend Hall

Double dorm room	\$2,569/semester
**Triple dorm room	\$2,400/semester

\*apartments are rented for 12 months only

\*\*Triple rooms are limited and assignments are at the sole discretion of the college

#### Meal Plan Options

450Plan	\$3,928/year \$1,964/semester
550Plan	\$4,800/year \$2,182/semester

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

<sup>2</sup>Summer courses include internships and May Term courses.

<sup>3</sup> Matriculated students pay no additional fee to audit a course. Alumni may audit at a discounted rate of 50%.

<sup>4</sup>All resident students are required to have at least the standard 450Plan. The plan number represents the monthly dollars to be loaded on the declining balance card.

## Fees

Application (non-refundable)	\$25
Student Activity Fee <sup>1</sup>	\$200/semester
New Student Orientation Fee <sup>2</sup>	\$275*
Student Services Fee <sup>3</sup>	\$225/semester
Official transcripts <sup>4</sup>	\$5.00
Medical Insurance <sup>5</sup>	Cost varies per plan
Returned checks <sup>6</sup>	\$25 per check
Individual Music Lessons (per credit hour) <sup>7</sup>	\$365
Graduation Fee <sup>8</sup>	\$50
Additional Avodah Experiences (beyond two)	TBD for each
Late Registration Fee <sup>9</sup>	\$50
Course Fees: <sup>10</sup>	

Science Lab Fee	To be determined for each course
Health and Physical Education	To be determined for each course
Music	To be determined for each course

<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 for the Student Orientation and Retreat (SOAR). 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, postal services, cashiers office, and campus safety, among other student services.

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

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

<sup>6</sup>For 1 credit hour, students meet for 13 half-hour lessons; two credit hours would meet for an hour. If a student is part-time or at an overload, tuition is charged plus the lesson fee.

<sup>7</sup>A fee assessed one time. An Intent to Graduate form must be cleared by the first of the month prior to graduation or commencement, whichever comes first.

<sup>8</sup>Students who do not register online by the deadline set by the Registrar will be charged.

<sup>9</sup>Other course fees may be assessed at the discretion of the administration.

## Deposits

Enrollment Deposit – All Students <sup>1</sup>	\$100
Security Deposit – All Students <sup>2</sup>	\$100
Housing Security Deposit – Residence Hall <sup>3</sup>	\$400
Housing Security Deposit – Apartments	\$850
Housing Reservation Deposit <sup>4</sup>	\$100

<sup>1</sup> The enrollment deposit serves as a confirmation of a student's plan to enroll and is applied toward charges on the student account for the upcoming semester. Deposits are due by May 1 for the fall semester, November 1 for the spring semester, and within ten days of acceptance for students who have been accepted after the deposit deadline. 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) have been paid and the student account is in good standing.

<sup>3</sup> All resident students enrolled must pay a \$400 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.

<sup>4</sup>All returning students who wish to reserve on-campus housing for the following year must submit a \$100 deposit with a completed housing application. This deposit will be applied to room charges for the fall semester. Deposits are only refundable if a request is made in writing to the business office prior to June 1<sup>st</sup>. A \$25 late fee applies for deposits received after June 1.

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

## Financial Aid

Providence Christian College provides financial assistance through scholarships, grants, loans and student employment opportunities. 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 Virtual Financial Aid Office (VFAO) Financial Aid Interview which is located in

the financial aid section of the Providence Christian College website. These tools help 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 (critical reading + math scores only) and high school GPA, they range from \$1,000 to \$15,000. The Academic Merit Scholarship is renewable upon the recipient maintaining an acceptable institutional GPA at Providence.

Students must maintain the following minimum cumulative GPA each year in order to renew their academic scholarship:

2.7-3.24 high school GPA	=	2.0 college GPA
3.25-3.74 high school GPA	=	2.5 college GPA
3.75+ high school GPA	=	3.0 college GPA

If a student's cumulative GPA drops below the above standards at the end of the year the student will lose his/her scholarship. If the student raises their cumulative GPA to the above standards 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. Academic 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**

Scholarships are awarded to students who have shown demonstrated Christian Leadership in the following areas: Chorale, Drama, Men's Soccer, Men's Cross Country, Women's Cross Country, Ministry Service, Student Publications, Student Government and Chapel Leadership.

To apply for the scholarship, students must fill out the additional question on the essay portion of the Application for Admission pertaining to the area of Christian Leadership for which they would like to apply and citing what they have accomplished in that area. Awards from \$500-\$2500 may be granted dependent upon demonstrated Christian leadership and essay. These scholarships are renewable each year based on the student's continued positive leadership in that area.

### **Faculty Senate Scholarship**

Scholarships will be awarded to juniors and seniors at Providence who embody and exemplify the qualities the faculty desires in a Providence student. The award will be 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, sophomore and junior students must have completed one full semester at Providence and submit a Faculty Senate Scholarship application including completing the essay questions. 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 for the scholarship. They will 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.

### **Christian School Scholarship**

In an effort to recognize the importance of continued higher education from a Christian perspective, Providence will award a scholarship up to \$5,000 (approximately 20% the cost of tuition) to students who have attended a Christian school.

This scholarship is renewable each year. Schools with either CSI or ACSI affiliation will be granted the scholarship. Other Christian schools will be considered on a case-by-case basis by contacting your admissions counselor.

Students are eligible for only one of the following scholarships: Homeschool, Christian school or Reformed.

### **Homeschool Scholarship**

Each year at Providence, approximately 25-35% of our student body come from homeschooled backgrounds. In an effort to recognize the excellent preparedness of these students for the tutorial style education they receive, Providence will award a renewable scholarship ranging from \$1000-\$5,000 to students who have been homeschooled for all or part of high school. In order to be eligible for the scholarship, students must simply apply to Providence and submit homeschool transcripts.

Students are eligible for only one of the following scholarships: Homeschool, Christian school or Reformed.

### **Reformed Scholarship**

In an effort to recognize the importance of continued higher education from a Reformed, biblical perspective, Providence will award a scholarship up to \$5,000 (approximately 25% the cost of tuition) to students whose home church or high school is confessionally Reformed.

This scholarship is renewable each year. Denominations eligible for this scholarship include: United Reformed Church (URC), Christian Reformed Church (CRC), Reformed Church of America (RCA), Canadian Reformed Church (CanRC), Orthodox Presbyterian Church (OPC), Presbyterian



Church in America (PCA), Reformed Church in the United States (RCUS), Protestant Reformed (PR), Reformed Presbyterian Church of North America (RPCNA), Bible Presbyterian, and Reformed Baptist. Christian Schools International (CSI) High Schools qualify as Reformed high schools, and other schools and denominations will be considered on a case-by-case basis.

Students are eligible for only one of the following scholarships: Homeschool, Christian school or Reformed.

### **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.

### **FEDERAL GRANTS**

#### **Federal Pell Grant**

The Federal Pell Grant is a need-based grant available to students who qualify by completing the FAFSA. This grant is available to students who demonstrate a financial need as determined by the Free Application for Federal Student Aid (FAFSA). Application is made by completing the form and releasing the results to Providence Christian College. Applicants must be U.S. citizens. Continued eligibility is based on the recipient demonstrating financial need each year according to the FAFSA and maintaining satisfactory academic progress. Amounts vary from \$555 – \$5550.

#### **Federal Supplemental Educational Opportunity Grant**

The Federal Supplemental Educational Opportunity Grant is a need-based grant available to students who qualify by being eligible for the Federal Pell Grant.

### **INSTITUTIONAL 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.

#### **Travel Grant**

This grant is automatically awarded to all students whose home residence is in the state of California and lives more than 300 miles from Pasadena. 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.

## **Canadian Exchange Rate Grant**

This grant is available to students and families who earn wages in Canadian dollars. A grant of \$1000-\$3000 will be awarded to Canadian students based on the current status of the Canadian dollar compared to the US dollar and the results of the Canadian Financial Aid Form.

## **STATE GRANTS**

### **CAL GRANTS**

Providence students are eligible to receive the Cal Grant, depending on need and merit. For exact details on the Cal Grant stipulations and deadline information, please visit: <http://www.calgrants.org/>

The deadline for submission is March 2.

## **LOANS**

Providence participates in the Federal Direct Loan Program. This program offers both subsidized and unsubsidized loans. There are two categories of a Federal Direct loan: subsidized and unsubsidized. With a subsidized loan, the government pays the interest while the student is in college. With an unsubsidized loan, the student is responsible for interest while in college. Payments for Federal Direct loans begin six months after the student drops below six credit hours or after graduation.

Direct Loan limits are as follows:

Freshman: \$5500

Sophomores: \$6500

Juniors/Seniors: \$7500

Please note: Independent freshmen and sophomores may qualify for an additional \$4000 in unsubsidized loans. Juniors and seniors may qualify for an additional \$5000 in 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. New borrowers must complete a Federal Direct Loan electronic master promissory note to borrow funds through this program.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

### **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.

## Parent PLUS Loans

Plus loans are offered to parents of dependent college students to help meet college costs. Plus loans allow parents of dependent students to apply for as much as the difference between the cost of education and the student's financial aid. The loan is not need based, but the parent's credit history may be reviewed to determine eligibility. The Plus loan should be used only after all other resources have been considered since interest begins 60 days after the first disbursement. Repayment normally begins 60 days after the full amount you've borrowed for a school year has been disbursed.

## STUDENT EMPLOYMENT

At Providence Christian College student employment serves to assist in the educational program of the College by providing financial resources for the students to help pay for college and by training students to be effective Christian employees to impact the world for God. Filling out a student employment application does not guarantee employment. See website and student employment handbook for more specific information regarding student employment.

## Satisfactory Academic Progress

The standards for satisfactory academic progress policy are found within the guidelines set forth in the Federal Student Aid Handbook. Federal regulations require that students maintain satisfactory academic progress in order to continue to receive financial aid. A student must be enrolled as a degree seeking student and must demonstrate satisfactory academic progress each semester. Providence Christian College also requires satisfactory progress for all institutionally controlled financial aid.

A student must earn 126 total credit hours to graduate. The minimum expected standard for full-time is 12 hours per semester, however the average course load is ordinarily 15-16 credit hours per semester. The maximum time frame allowed is 12 semesters for a traditional full-time student. This applies both to the federal financial aid program and Providence institutional aid in the form of scholarships and grants.

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 – 29	1.50
Sophomore	30 - 60	2.00
Junior	61 – 91	2.00
Senior	92 + 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. When calculating a transfer student's time frame, all credits that are accepted by Providence Christian College are included. For financial aid purposes a final

withdrawal or an incomplete is considered as part of the total credits attempted and will affect the completion total.

- 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. Providence Christian College calculates satisfactory progress at the end of the fall and spring semesters. Students who do not meet the requirements are put on warning for one semester. At the end of the warning semester, a student who does not meet satisfactory academic progress is denied financial aid until satisfactory academic progress is again obtained. This means no Federal Aid, College Aid, Academic Scholarship, Christian Leadership Scholarship, Faculty Senate Scholarship, Multi-Cultural Scholarship, Christian Ministry Grant or church grants.

#### **SATISFACTORY ACADEMIC PROGRESS APPEAL PROCESS**

The federal government realizes that there are some special circumstances where there is a need to allow a student to appeal dismissal from financial aid. Extreme illness of the student, or illness or death of a family member are examples of instances where the government allows an appeal. Other circumstances are left up to the College to decide.

Providence Christian College Satisfactory Academic Progress Appeals are handled in the following manner:

1. Students receive a letter from Providence's Financial Aid Office letting them know that they have not maintained satisfactory academic progress and will not be eligible for financial aid the following semester. The letter includes the option of appeal and gives a deadline when the appeal must be received and what documentation must be with the appeal.
2. The appeals should be decided upon by a committee, not by one person. Because of this, the Scholarship Committee serves as the Satisfactory Academic Progress Appeals Committee.
3. Students will receive a letter from the Scholarship Committee to report whether the appeal was accepted or denied. If denied, students are required to pay for classes on their own, without financial aid, until the required GPA and completion rates are obtained. Students who leave Providence Christian College and return after taking classes at another college can request that their completion of those classes be considered in determining their ability to return as aid-receiving students.
4. The appeal does not change the student's GPA or credit hours earned but may allow the student to receive aid while still below SAP standards. The student should contact the Registrar's Office and determine an academic plan that could reestablish SAP.

## **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 effective withdrawal date is the later of (1) the date a student begins the withdrawal process by providing either oral or written notification to the Registrar's Office of their desire to withdraw, or (2) the student's last date of attendance at an academically related activity (e.g. attendance in class, lab, study groups, advising sessions, submission of quizzes, exams, lab work). In cases where a student is unable to visit the office, the effective date will be the date the student makes known their intent to withdraw.

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.

## **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, once 60% of payment period is completed and all aid has been disbursed. 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.

### **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. The Student Life staff strives to follow Christ, build a community of believers, and help students engage the culture. While these three overarching goals are integrated and interrelated, they present the foundation of all that we do at Providence.

#### **CHRIST**

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

#### **COMMUNITY**

We strive to develop a strong community of believers. Just as Christ didn’t leave his disciples after his formal instruction was finished, we intentionally strengthen our community by spending time together: 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 be designed to foster community, there will be times when sinful behaviors will hurt our community. When these conflicts occur, we will handle the issue through biblical standards of confrontation, discipline, and reconciliation so that a positive environment can be restored.

#### **CULTURE**

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

## **Student Life Policies and Conduct Agreement**

The following has been adopted by Providence Christian College so that, as part of the college community, we may clearly reflect the mission of our Lord as it relates to Christian higher education.

### **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 -- all within biblical norms for Christian living. The Christian life is not easy, so God has placed us as part of the body of Christ to encourage and hold each other accountable. The following specific policies have been listed so that all of us can be aware of expectations for the college community. While individual members of the Providence community may not agree with every rule that has been established, it is expected that students respectfully obey 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.

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.

Although we recognize that faith is formative, especially during the college years, in order to build a Christian community on campus, each student must profess to be a Christian and affirm the basic Christian doctrines 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 pure (Phil. 4:8-9); in our words, we should speak only what is beneficial and avoid gossip (Prov. 16:28; Eph.4:29); in our actions, we should flee from sin and cling to what is good (Romans 12:9). 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. The following principles should be applied to those current issues not specifically addressed in scripture.

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: our actions must be beneficial or constructive to our faith and 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 in Christian liberty deals with how our actions affect fellow believers; therefore, commanding us to be aware of others and avoid anything that might tempt them or tear down the body of Christ.

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

## **CIVIL LAWS**

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

## **Resident Life**

### **FOUNDATIONAL STATEMENT**

One of the distinctives of Providence Christian College is the focus on residential, liberal arts education. The Resident Life team including, but not limited to, Community Directors (CD) and Resident Assistants (RA), builds and implements the Resident Life program in a way that glorifies God and serves the community. Res Life works primarily as educators, spiritual counselors, and community builders. As educators, Resident Life staff aims to connect with faculty for the sake of student success and to encourage critical thinking outside as well as inside the classroom. As spiritual counselors they approach individuals and the community in an intentional way for the sake of assessing where they are at socially and spiritually to encourage personal and community growth. As community builders Resident Life staff attempts to create a peaceful living environment and a community in which students are encouraged to explore and implement their Christian faith in relationship to each other and the world.

### **HOUSING**

Believing that much of the best learning takes place through dialogue, Providence is dedicated to fostering holistic and organic conversation among students, faculty, and staff, in and out of the classroom. With the goal of creating and nurturing a covenantal, residential learning community, all students are ordinarily required to live on campus if they are unmarried and are not 21 years of age by the first day of fall semester classes. Those students under 21 years old and desiring to live off campus (not with a parent/guardian) must submit the Housing Policy Waiver Application to the department of student life.

Providence students typically reside in the Aylward House or Townsend dorm rooms on campus. A limited number of on campus apartments are available to students as well upon request. Housing for new students is reserved through the enrollment deposit payment. Returning students reserve housing through the housing deposit submitted along with their housing requests in the spring semester. All students must maintain a housing security deposit with the business office throughout their time at Providence as well (see the "Costs and Payment Procedures" for more information). This deposit is refunded during the summer after all room damages, library fines, and other account balances with the College have been paid.

Room fees charged to the student accounts allow students to reside on campus from “move-in day” on the academic calendar through the end of each semester. Thanksgiving, Christmas, and Spring Breaks are not included in these fees. Students are encouraged to vacate campus during these breaks; however, if a student must stay on campus, the Resident Director should be contacted and the student will be charged a per day fee for staying on campus.

Students are expected to keep dorm rooms or apartments in good, well-maintained condition. Providence Christian College and/or WCIU reserve the right to inspect rooms at any time and may impose cleaning/sanitation warnings and/or fines upon any students who do not keep their rooms well-maintained.

More detailed explanations about the housing policies and fees may be found in the Student Handbook or on the College website.

## **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 integral to everything we do. It is essential to build a strong spiritual foundation that will inform all areas of our life. Specifically, to nurture our spiritual lives, the college community is committed to grow together through corporate worship, Bible study, prayer, and fellowship. While spiritual life at Providence is integrated into every area of the college, we do have formal and informal programs that help us build that solid foundation.

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# ACADEMIC POLICIES AND PROCEDURES

## Reservation of Rights

Providence Christian College reserves the right to change any of its policies without prior notice, including, but not limited to: course offerings, faculty, graduation requirements, tuition and fees. This catalog supersedes all previous catalogs. The catalog is supplemented by rules and regulations in the Student Handbook and announcements on Populi. Where conflict exists between any of these sources, the most recent rule, regulation, or policy will take precedence.

## Academic Integrity

Each Providence student is responsible for becoming familiar with the standards of academic integrity and abiding by the policies of the college, as well as following the guidelines that each instructor has developed in his/her course policies. Any breach of this trust will be taken seriously by all members of the college community. God calls us to show integrity in all of our relationships and in all of our behaviors, and as an academic institution we are specifically concerned about the following areas of academic integrity:

- ***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.
- ***Plagiarism*** – this involves misrepresenting an intellectual work (written material, ideas, artistic work, line of thought or reasoning) as one’s own. This can also include falsifying or incorrectly citing sources.
- ***Dishonesty*** – this involves deceiving one’s instructor or classmates regarding missed deadlines, absences from class, or forging a signature, such as signing in for another student, among other practices.
- ***Cell phone, tablet, or unauthorized use of a computer during examination/quiz:*** The unauthorized use of a cell phone or use of a computer during any type of quiz or examination will automatically be considered cheating, whether the student intended to cheat or not.
- ***Additional areas of violation*** Including, but not limited to: submitting assignments that are not one’s own, submitting the same paper in more than one course without prior approval from all instructors, appropriating or using test materials without instructor knowledge, computer fraud or unauthorized access to a computer or cell phone, engaging in academic fraud individually or with others, downloading or using internet material without proper citation, any illicit attempt to influence a test or grading of a test, or failure to follow instructions or guidelines for test-taking (such as using a cell phone during test-taking, or working with another student when an instructor states students must work individually). If a student copies work from another student, both students will be held responsible for violating academic integrity.

Cases of cheating or plagiarism will be reported to the office of the Vice President of Academic Affairs and the Dean of Students/Student Life. Disciplinary measures for a first offense

range from failure on the assignment to failure in the class, as determined by the instructor and the VPAA. For a second offense, the student may face academic suspension from the college.

## **Academic Freedom**

As an academic community, Providence Christian College is committed to the wholehearted pursuit of genuine Christian scholarship and teaching. Students and faculty are free to explore, investigate, and engage all of creation in pursuit of truth. Academic freedom at Providence, however, is shaped by its confessional commitment.

The confessional basis of Providence Christian College serves as the foundation of academic endeavors, a point of orientation that guides fruitful exploration as well as setting boundaries. Providence builds on Anselm of Canterbury's definition of theology as "faith seeking understanding" by applying it to all aspects of study. The context for interpreting knowledge from any source is the biblical worldview, and the ultimate standard for determining the validity of truth claims is the teaching of the scriptures of the Old and New Testaments. The confessional statements that constitute the doctrinal standards of the college do not claim to exhaust the truth that God has revealed concerning himself, his relationship to humanity and his creation. Debate, vigorous exchange of ideas and careful analysis should be encouraged, recognizing that all conclusions should be subject to examination and correction in the light of the written word of God. The free pursuit of academic inquiry at Providence Christian College takes place within a Christian community. The confessional commitments of the college create a distinct kind of academic community in which there is freedom to pursue Christian scholarship and express Christian convictions in the classroom that is not found in most American institutions of higher education.

## **Advising**

When a student is admitted to Providence Christian College, an initial adviser is appointed to provide the student with intensive, holistic advising for academic, social and spiritual development during their first two semesters at Providence. Once a student declares an area of study (normally at the end of the student's second semester), he/she then is assigned to or chooses a faculty adviser in a chosen concentration. This 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 advisers help 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 a schedule, with classes beginning on Monday evening and ending on Friday afternoon, which provides the College with great opportunities to enhance a college education through offering Avodah Experiences (see page 54 of the catalog for more information). Three-credit classes generally meet in 75-minute blocks twice a week. A number of three-credit afternoon and evening classes meet in 150-minute blocks, once per week. Four-credit courses meet additional hours each week.

## Student Course Load

A student must earn a minimum of 126 total credit hours to graduate from Providence Christian College. The student course load is ordinarily 15-16 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 credit 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.

## 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 - 29 credits
<b>Sophomore</b>	30 – 60 credits
<b>Junior</b>	61 – 91 credits
<b>Senior</b>	92 + credits

## Registration for Classes

Students who have confirmed their plans to attend Providence Christian College by submitting their enrollment deposit will receive pre-registration materials. Returning students will register in the spring. New students will register over the summer. Registration will be confirmed on registration day if 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 while 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 assessment tests will determine the need.)
4. Some choice exists among certain core requirements (e.g., laboratory sciences).
5. Students in heavily loaded concentrations may need to begin taking courses in their concentration 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.

## **Late Registration**

After online registration closes, a registration fee will be charged to the accounts of those students who need to register through the Registrar's Office. Students may also be limited in their class selection as classes may have closed.

## **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.

## **Adding/Dropping Courses**

Students may make changes to their class schedules during the add/drop period. It is strongly recommended that students work with their academic adviser to ensure that they are on track to meet degree requirements. The add/drop period begins the first day of classes and lasts ten working days. No mark will appear on the transcript. Adding a course could result in the increase of student tuition and fee charges. Dropping a class could result in the reduction of already awarded financial aid and an increase in the student account balance.

## **Withdrawal from Courses**

After the initial drop period, the entry for withdrawals will be a grade of W. Normally a student will not be allowed to withdraw from a course after the tenth week of a semester. All changes in registration must be approved by the student's faculty adviser and reported to the Registrar through the use of the 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.

A student who never attends or stops attending a course for which they are officially registered, without following the accepted procedures, will receive a grade of F in that course. A student who wishes to initiate withdrawal from a course after the deadline may do so by filing a petition to present a serious and compelling reason for withdrawal to the Registrar's Office. Approval for such a withdrawal will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Failing or performing poorly in a class, and dissatisfaction with the subject matter, class or instructor are not acceptable serious or compelling reasons for late withdrawal.

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

As a means of encouraging students to explore interests outside of their concentrations, Junior and Senior status students are allowed to register for any course outside of their concentrations and the Core Liberal Studies 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 concentration 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. A student may change from credit to audit through the sixth week of classes.

## **Independent Study**

An independent study ordinarily involves a subject within the student's concentration 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. Independent Study courses are typically offered on a credit/no credit basis. Students may petition to receive a letter grade with instructor approval. 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 concentration, not offered in a given semester, may be arranged on a private basis. Such an arrangement must be authorized by the Vice-President of Academic Affairs 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 concentration 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.

## **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 the Registrar 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 Vice-President of Academic affairs will be contacted for assistance. Despite the accommodation regarding the administration of tests, all other assignments will be due on the announced dates.

## **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 Vice President of Academic and Student Affairs, the Registrar, the Director of Student Life, the Director of Resident Life and Student Activities, 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.

## **Dean's List**

A Dean's List is published for each fall and spring semester. Students named to the Dean's List must have been enrolled full time and have maintained a GPA of 3.50 or higher for the fall or spring semester.

## 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
P	70-89	Pass (For selected courses)	0.00
F	0-69	Fail (For selected courses)	0.00
I		Incomplete	0.00
W		Withdrawal	0.00
AUD		Audit	0.00

## 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.

## Degree/Non-degree Credit

Most courses offered at Providence Christian College satisfy degree requirements and count toward the total number of credits needed for graduation. In order to aid students who were not sufficiently prepared for the rigor of college level academics, Providence also offers English and Mathematics remedial courses. These preparatory classes do not count toward the total credits needed for graduation. However, they count credit toward semester load. They are numbered 100 or below and are non-degree or no credit classes. On transcripts, these courses will be clearly marked as zero credit. Within the course descriptions in this catalog, such courses are noted as having non-degree credit.

## 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.

## **Grade Reports**

In order to facilitate student awareness of, understanding of and responsibility for their grades, course grades are made available throughout each semester to students through Populi, Providence Christian College's student information system. Faculty advisers also have access to their advisees' grade reports through Populi. 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.

## **Leave of Absence**

Students may request to take a leave of absence from enrollment in classes for up to two semesters. Requests should be made to the Registrar's Office and require college approval. Forms are available from the Registrar's Office and must be completed prior to the student's absence from the College. Failure to complete the required form, or to register at the end of the approved leave, will result in the student having to reapply to Providence and comply with any applicable changes in admissions, financial aid, and graduation requirements.

## **Withdrawal from the College**

Each student has the right to cancel the enrollment agreement or withdraw from the institution and obtain a refund of charges paid through attendance at the first class session or the 7<sup>th</sup> day after enrollment, whichever is later. You may cancel the enrollment agreement or withdraw from Providence Christian College and receive the applicable refund by providing a signed, written notice to the Registrar's Office.

Complete official withdrawal from Providence during the semester is permitted only if a course has not already been completed. A student who, for any reason, finds it necessary to withdraw from the College during the course of the semester must complete the exit interview process and fill out a Withdrawal Request form available from the Registrar's Office. Failure to comply with these regulations will result in failing grades being entered on the student's record, and dismissal will be recorded as unofficial.

Ceasing to attend does not constitute an official withdrawal from a course or from Providence. However, ceasing to attend all courses may result in Return to Title IV processing as required by federal regulation. Refer to the Financial Information section of this catalog for additional information.

An unofficial withdrawal is a student who does not successfully complete any of their courses (receives all F grades or I grades), stopped attending classes, and did not complete any course work as of the 60% point of the semester without officially withdrawing from the College, as required.

When a student leaves the College without notice, faculty will be contacted to determine the last date of academically related activity. Since attendance is not required to be taken by all instructors,

the College will also look at other evidence of campus activities (e.g. activity dates, library access and meals) to help determine an effective date for both Title IV and institutional refund purposes. If an effective date cannot be accurately determined, the midpoint of the term will be used as the effective date. A different effective date may be used for refund purposes of institutional expenses compared to Title IV funds when there are differences between the date the withdrawal was initiated compared to when the student completed the process and vacates campus. An unofficial withdrawal may be required to repay a portion of the financial aid received for the term. All financial aid reductions are calculated based on formulas published by and software received from the Department of Education.

Students who stop attending all of their classes are required to officially withdraw from the College.

### **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS**

The transferability of credits you earn at Providence Christian College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in Liberal Studies is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Providence Christian College to determine if your credits or degree will transfer.

## **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 Vice-President of Academic affairs 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 the student's 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 more than two consecutive semesters may 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 two consecutive semesters.
- 2) The student earns a 1.0 GPA or less in any semester.

In matters relating to discipline, the Vice President of Academic and Student Affairs, in coordination with the Director 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 Vice President of Academic and Student Affairs, who will determine whether existing policy provides an answer to the grievance. If not, the Vice President of

Academic and Student Affairs will refer the issue to an ad hoc committee of two faculty members, a student, and the Vice President of Academic and Student Affairs. 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.

## **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.

## **Catalog for Graduation**

Students are obliged to abide by the graduation requirements laid out in the catalog edition published the year they matriculate. Students may also choose to switch to any newer catalog, provided that the catalog is in effect while they are in attendance. “In attendance” is defined as enrollment in at least 12 credits for one semester within a 12-month period. If a student is not in attendance for more than two consecutive semesters and then re-enters the College, the student is subject to the graduation requirements at the time of re-entry. Continuation under the catalog refers to degree requirements, not policies, tuition and fees, and other information which may change annually.

## **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.

## **Degree Posting Dates**

The College posts degrees three times each year, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The three posting dates are at the end of the fall semester (near the end of December), the end of the spring semester (near the beginning of May), and near the end of August. Degrees completed between posting dates will be posted at the next scheduled date.

## Academic Honors

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

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

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

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

## Laptop Computer Policy

Providence Christian College is committed to promoting an environment of learning that encourages students to use modern technology to enhance their experience. In order to facilitate this educational philosophy, students are required to bring a laptop/notebook (not a desktop) computer. The minimum required specifications may be obtained by contacting the Director of Operations or referring to the College website. Wireless internet can be accessed throughout the campus. Students will be oriented to college IT use policies during student orientation.

## Student Records Policy

Providence Christian College is committed to effective record retention to comply with applicable law, to preserve its history, to optimize the use of space, and to ensure that college records that are no longer needed are properly disposed. Academic information found on transcripts is retained permanently. Additional supporting or supplementary records are generally retained for seven years after graduation or the last date of attendance.

## 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 will accompany all additional requests. All accounts must be settled with the college prior to transcripts being released.

## Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

A student should submit to the Registrar, Vice-President of Academic affairs, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the college official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920  
Phone: 1-800-USA-LEARN (1-800-872-5327)



## Complaint Notice

Providence Christian College takes very seriously complaints and concerns regarding the institution.

If you have a complaint regarding Providence Christian College, the college has established a grievance process for undergraduate students (“Grievance Procedure”) in this catalog. Course syllabi and student handbooks may also define the steps you can take to grieve or appeal decisions (e.g., Academic Integrity; Grade Change) made by college officials.

If you believe that your complaint warrants further attention after you have exhausted all the steps and appeals outlined by this catalog and the dean of students, you may present your complaint to the Western Association of Schools and Colleges (WASC) at [wascsenior.org/comments](http://wascsenior.org/comments) if your complaint is associated with the institution’s compliance with academic program quality and accrediting standards. WASC is the agency that accredits Providence Christian College’s academic program.

If you believe that your complaint continues to warrant further consideration after exhausting the review of either WASC or administrators at Providence Christian College, you may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [bppe.ca.gov](http://bppe.ca.gov), (916) 431-6924 (phone), and (916) 263-1897 (fax).

*Nothing in this disclosure should be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaints. Providence Christian College has provided this disclosure in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34, sections 600.9 (b) (3) and 668.43(b). If anything in this disclosure is out of date, please notify the Office of the Registrar.*

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# ACADEMIC PROGRAMS AND REQUIREMENTS

## Liberal Studies Major

A liberal studies major seeks to capitalize on the integral nature of learning that characterizes a liberal arts education. The danger of specialization, an obsession in the modern academy, is that it takes away from seeing the world in a holistic manner. This is particularly detrimental for Christians, who understand that all of life is created, sustained, and given meaning by the divine *logos*, Jesus Christ. A liberal studies major allows students to see that all of life is ordered by the divine creator-sustainer.

The goal of a liberal arts education is to produce *critical creative citizens*—young men and women who confidently engage the world in order to work toward a society in harmony with God’s good creational order. A *critical* student humbly seeks to interpret God’s world aright, understanding its basic nature to live accordingly. God commissioned humanity to watch over, protect, and name the creation. Such a duty requires patient and responsible examination. Second, as image bearers of God, humans are fundamentally *creative* agents, cultivating their humanity *by* creating. It’s not that we create out of nothing, but, rather, create (i.e., develop) from what God has graciously given to us. Finally, a person trained in the liberal arts will be a highly valued and value-minded *citizen*. Someone equipped with a biblical liberal arts education is well positioned to face a variety of experiences and thus have a more positive impact locally and globally.

Cultivating the critical and creative is to live in accordance with who we are as image-bearers of God; in this way, we come closer to understanding who God is, which, in turn, moves us in the direction of gaining a better understanding of what it means to be human, for a true knowledge of God, the Creator, results in a true knowledge of the self, the creature.

### **Mission Statement:**

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, his creation, and life within it and will be equipped with the tools to research problems, evaluate evidence, and communicate conclusions.

### **Program Learning Outcomes:**

Core competencies to be assessed for all Providence students. (Bullet points indicate elaboration of meaning and point to the kind of evidence appropriate for assessment.)

1) Interdisciplinary Competence: Students will be able to produce evidence of the ability to make connections across the disciplines of the Liberal Arts (humanities and sciences) curriculum.

- Articulate a Reformed biblical perspective that is integrated in all areas of study
- Integrate a broad liberal arts perspective through self-reflection and participation in experiential education
- Exhibit awareness of diversity in both historical and contemporary cultures (\* see number 5)

- Construct and effectively present research using quantitative and qualitative reasoning and scientific data
- Create capstone projects that reflect interdisciplinary competencies and a love of life-long learning

2) Creative- and Critical-Thinking: Students will be able to critically evaluate claims and research, consider multiple perspectives, discern sound premises, and develop biblical viewpoints and creative solutions to problems.

- Incorporate a Reformed Christian worldview into thought, attitudes, and actions seeking to diminish the power of egocentric and socio-centric tendencies
- Work diligently to develop the habitual virtues of intellectual integrity, humility, civility, empathy, and justice
- Think with contextual discernment in order to live reflectively, rationally, reasonably, and compassionately
- Analyze and evaluate issues objectively in order to form sound judgments and reasoned actions
- Develop and demonstrate creativity, innovation, and imagination

3) Media and Information Literacy: Students will understand the functions of media and other information providers to evaluate critically and make informed decisions as users and producers of information and media content.

- Use media, information, and technology as a redemptive tool
- Foster responsible, conscientious engagement in digital communication and communities
- Embody the knowledge, skills, and attitudes needed to research with wisdom and discernment
- Demonstrate media literacy by accessing, evaluating, using, producing and communicating information and technological content
- Communicate transparently by identifying and accounting for presuppositions and biases in media resources

4) Communication: Students will be able to communicate across diverse audiences effectively, creatively, and persuasively in oral, visual, and written formats.

- Assimilate a biblical worldview into all types of communication
- Weigh the personal, social, ethical, and spiritual consequences of communication and honor the dignity of every person as created in the image of God
- Create effective communications for intercultural and cross-cultural contexts
- Communicate collaboratively with others in discovering truth and developing solutions to complex problems
- Promote reasoned and civil discourse in philosophical, political, and religious arenas

5) Global Citizenship and Community Connectedness – Students will exhibit biblical habits of the heart through nurturing respect for all, building a sense of community belonging, and being responsible and active global citizens

- Nurture wisdom and discernment (Deeper Learning for Greater Wisdom™) in order to fulfill God’s mandate for faithful stewardship over the creation and service to humanity

- Serve God and neighbor through compassionate moral action with a clear sense of calling for the service of humanity and glorification of God
- Assume an active role in facing and resolving community and global challenges in order to become proactive contributors in the redemption of creation
- Participate in the complex process of developing wisdom, discernment, and maturity by committing to lifelong learning

## 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:

- **Unit Requirements** Students must complete a minimum of 126 total semester credit hours. For transfers, at least 54 credits must be taken at Providence with at least twelve upper-division credits in their concentrations.
- **GPA Requirement** Students must earn a minimum C average (2.00 GPA on a 4.00 scale) in courses taken at Providence and in the concentrations. Students must also earn a C or better in each concentration course numbered 300 or higher.
- **Foreign Language Requirement** The Foreign Language Requirement may be satisfied by demonstrating proficiency in a foreign language equivalent to the second semester college level, either by passing an exam (AP or CLEP) or by completing approved course work (in high school or college).
- **Cross-Cultural Requirement** Students can satisfy this requirement through an Avodah Immersion course or any course whose focus is primarily devoted to: a) Non-Western cultures; b) Non-dominant aspects of marginalized groups within Western culture (i.e. African-American, Native American, etc.); c) Comparative world cultures; d) Cross-cultural theory or practice (i.e. Cross-cultural Communication).
- **Core Liberal Studies Requirement** See the Core Liberal Studies Curriculum below for more details.
- **Concentration Requirements** All students must complete at least two areas of concentration. (Beginning in the 2018-2019 academic year, students will complete one of the redesigned concentrations. Students from 2017-2018 who would like to move to the one concentration model will also need to meet the requirements of the redesigned Core Liberal Studies Curriculum for 2018-2019.)
- **Residence Requirements** All students must complete 24 of their last 30 semester credit hours in residence. To be considered in “residence”, students must be registered for classes at Providence or through one of its approved affiliate programs. Transfer students should expect to be enrolled at Providence for at least four semesters.

See the Registrar’s Office for additional clarification.

## CORE LIBERAL STUDIES CURRICULUM (57-63 CREDIT HOURS)

### Foundations (11-14)

ENG 101	Composition I: Writing and Research	3
ENG 102	Composition II: Research, Rhetoric, and Information Literacy	3

COM 101	Introduction to Public Communication	3
Mathematics Requirement may be fulfilled in the following ways:		0-3
- MAT 201 or 243		
- ACT math score of 28 or higher; SAT math score of 640 or higher		
- Completion of a high school AP Calculus class and test		
HPE 101-221		1
HPE 101-221		1

Kingdom of God: Bible and Theology (12)

BTS 211	OT Studies and Theology I	3
BTS 212	OT Studies and Theology II	3
BTS 111	NT Studies and Theology I	3
BTS 211	NT Studies and Theology II	3

Serving God and Neighbor: Christian Perspective and Calling (6)

FYS 101	First Year Seminar	3
LBS 101	Christian Mind	3

Exploring Creation and Culture (25-28)

ENG 201	Introductory Studies in Literature	3
HIS 115	American Civilization and Culture	3
HUM 211	Civilization and Culture I	3
HUM 212	Civilization and Culture II	3
Fine Arts Requirement <sup>1</sup>		3-6
Social Science Requirement <sup>2</sup>		3
Lab Science Requirement <sup>3</sup>		4
Avodah Experiences (Excursions/Immersion)		3

Capstone (3)

LBS 400	Capstone	3
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<sup>1</sup>The Fine Arts Requirement may be satisfied through a 3 credit hour class (MUS 211, ART 211, COM 211, or COM 234) or through 6 credit hours of performance or studio arts.

<sup>2</sup>The Social Science Requirement may be satisfied through classes such as ECO 211, ECO 212, or any other classes listed under the Social Science Concentration.

<sup>3</sup>The Lab Science requirement may be fulfilled by taking a 1 credit hour lab in addition to a science class. If interested in transferring in this requirement, please contact the Registrar's Office for more information.

**AREAS OF CONCENTRATION**

Providence Christian College offers concentrations in the following areas for 2017-2018:

- Biblical and Theological Studies
- Biblical Languages
- Business, Economics, and Society
- Communication Arts
- Education
- English
- Fine Art

History  
Humanities  
Music  
Psychology  
Social Sciences  
Visual and Performing Arts

Descriptions of these areas of concentration can be found in the Academic Catalog beginning on page 59 in the Academic Concentrations section.

Beginning 2018-2019, Providence Christian College will offer redesigned concentrations in the following areas:

Biblical and Theological Studies  
Business, Economics, and Entrepreneurship  
English and Communication Arts  
Education  
Health and Life Sciences  
Media, Culture, and Arts  
Philosophy, Politics, and History  
Psychology

### **CAPSTONE COURSE**

The Liberal Studies 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 one or all of their chosen areas of concentration. Faculty members will determine the components of this course including goals, objectives and methods of assessment appropriate for the particular concentration(s).

### **AVODAH EXPERIENCES PROGRAM**

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 dual 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, biblical perspective on work and worship acknowledges Christ's Lordship over all creation (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).

Avodah Experiences emphasize a holistic view of education giving practical application of theoretical teaching in the classroom through day trips and extended cross cultural immersion experiences. The purpose of the program is to learn about culture and kingdom service by exploring the broader culture -- including the people, worldviews, artifacts, traditions, languages, etc. that make up that culture.

Practically, this program is implemented in two phases: Avodah Excursions and Avodah Immersions. Avodah Excursions are day trip excursions into the Southern California culture. They are foundational learning experiences for this unique program and provide students with a taste of the

diverse community in which we are placed. Avodah Immersions build upon that foundation by granting junior and senior student's opportunity to participate in extended cross-cultural immersion experiences (1-3 weeks). These trips occur primarily during summer term, but may also take place during the academic year.

All traditional students are required to complete three Avodah Experiences credits as a part of their Core requirements. Each Avodah Excursion is worth  $\frac{1}{4}$  academic credit; each Avodah Immersion is worth one academic credit. Students must participate in at least two Avodah Excursion per year during their time at Providence (eight total); traditional students may participate in as many as two excursions per semester at no extra cost to them (16 total). Transfer students complete the requirement at a pro-rated level depending on the number of credits they transfer into Providence (contact the director of student life for more information). The Avodah Immersion may satisfy the college cross-cultural experience graduation requirement. Avodah Excursions and Immersions will be graded on a pass/fail basis. Any combination of Avodah Excursions and Immersions can be used to meet the Core requirement of three Avodah Experiences credits.

Expenses for the Avodah Excursions are considered part of the academic program of the college and thus have been included in tuition. Students may attend two Avodah Excursions for each semester they attend Providence. Excursions beyond their limit may be attended on a space available basis; however, students 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, and individual student fundraising.

## **Pre-professional Programs**

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 studies 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 studies core curriculum at Providence, a concentration in English, history, or social science, and the concentration 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.

## 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. Additional information can be found through the Registrar's Office.

### Through Calvin College

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

**SEMESTER IN AFRICA(GHANA)**

**SEMESTER IN BRITAIN AT YORK ST JOHN UNIVERSITY**

**SEMESTER IN CHINA**

**SEMESTER IN FRANCE**

**SEMESTER IN HONDURAS (DEVELOPMENT STUDIES & SPANISH STUDIES)**

**SEMESTER IN HUNGARY**

**SEMESTER IN PERU**

**SEMESTER IN SPAIN**

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

### Calvin Partnered Programs

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

### Through Dordt College

[www.dordt.edu/academics/off\\_campus/approved\\_programs/dordt/](http://www.dordt.edu/academics/off_campus/approved_programs/dordt/)

**STUDIES PROGRAM IN CONTEMPORARY EUROPE (SPICE)**

**SEMESTER IN NICARAGUA (SPIN)**

**SEMESTER IN ZAMBIA**

**SEMESTER IN KOREA**

**CENTRAL AMERICA: LANGUAGE, CULTURE AND SOCIETY (SUMMER)**

**CREATION CARE (SUMMER; BELIZE OR NEW ZEALAND)**

**DUTCH CULTURE AND A REFORMED WORLDVIEW (SUMMER)**

### Through Geneva College

[www.geneva.edu/object/crossroads\\_programs.html](http://www.geneva.edu/object/crossroads_programs.html)

**ROME EXPERIENCE**

**SEMESTER IN SCOTLAND**



## **Through The King's College**

[www.go.tkc.edu/NYCJ](http://www.go.tkc.edu/NYCJ)

**JOURNALISM SEMESTER**

## **Through Redeemer University College**

[www.redeemer.ca/academics/experiential-learning/off-campus-studies/](http://www.redeemer.ca/academics/experiential-learning/off-campus-studies/)

**AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES**

**CRANDALL-OXFORD STUDIES PROGRAM**

**REDEEMER IN FRANCE PROGRAM**

**TRINITY WESTERN LAURENTIAN LEADERSHIP PROGRAM**

**CREATION CARE STUDIES PROGRAM**

**REDEEMER IN THE SOUTH OF FRANCE**

## **Through Trinity Christian College**

<http://www.trnty.edu/offcampusprograms.html>

**CHICAGO SEMESTER**

**SEMESTER IN ECUADOR**

**SEMESTER IN ROMANIA**

**SEMESTER IN OMAN**

**SEMESTER IN THE NETHERLANDS**

**SEMESTER IN SPAIN**

**SEMESTER IN CHINA**

**SEMESTER IN PARIS**

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

<http://www.bestsemester.com/>

**AUSTRALIA STUDIES CENTRE**

**COSTA RICA LATIN AMERICAN STUDIES PROGRAM**

**LOS ANGELES FILM STUDIES CENTER**

**MIDDLE EAST STUDIES PROGRAM**

**NASHVILLE CONTEMPORARY MUSIC CENTER**

**NORTHERN IRELAND SEMESTER**

**OXFORD SCHOLAR'S SEMESTER**

**OXFORD SUMMER PROGRAMME**

**UGANDA STUDIES PROGRAM**

**WASHINGTON, D.C. AMERICAN STUDIES PROGRAM**

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## 2017-2018 ACADEMIC CONCENTRATIONS

Concentrations are *in addition* to the Core Liberal Arts Curriculum. A course may not be double-counted as fulfilling a requirement in both the Core and a Concentration.

- A course listed as fulfilling both Core and Concentration requirements will normally be counted as fulfilling the Concentration requirement, and another course taken to fulfill the Core requirement. With approval from the academic adviser, a course may instead be counted in the Core and another course taken in its place for the Concentration.
- Courses fulfilling requirements in different concentrations will count for both concentrations, without substitutions, up to six credit hours.
- No more than half of the courses in a Concentration may be transferred from another college.

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### Biblical and Theological Studies (18 credit hours)

The Bible is God's written word, his special revelation about himself, his world, and how we are to live in it. A biblical perspective thus profoundly shapes everything else we study at Providence, and this means that students must know the Bible and what it teaches. The four semesters of Old and New Testament Studies in the Core enable students to study the entire Bible, its historical background, theological teaching, and relevance for living in today's world.

With a Biblical and Theological Studies Concentration, students are able to build on this foundation and pursue in-depth biblical study, as well as systematic and historical theological study, drawing in particular on the riches of the Reformed heritage. Students also study hermeneutics, that is, the principles and history of biblical interpretation. This concentration equips students to rightly handle the word of truth, to meet contemporary challenges, and to understand the difference theology makes for our service in the church and the world. Most of all, we seek by this study to know God better, and thus to be better ambassadors for Christ in a broken world.

A concentration in Biblical and Theological Studies equips students to effectively and faithfully serve the Lord in many different callings in the church and society. The ability to think carefully with biblical principles is crucial for entrepreneurial careers in the business world. The concentration provides the biblical and theological foundation necessary for Bible teaching, missions, counseling, social work, international relief and refugee work, as well as for graduate study in those fields.

#### **Mission Statement:**

The mission of the Biblical and Theological Studies department is 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 also learn to apply this biblical content and theology to contemporary life and culture, and to their own personal lives, leading to spiritual growth and ministry in the church and the world. Students also develop the skills to communicate this biblical and theological reasoning and conclusions effectively in both speaking and writing.

#### **Concentration Learning Outcomes:**

Students who complete the biblical and theological studies concentration are able to:

1. Demonstrate a knowledge of the entire Bible, including its historical, cultural, and literary contexts as well as a knowledge of the systematic teaching of Scripture, especially with reference to the theology of

the orthodox creeds and the Reformed tradition, as well as an ability to evaluate fairly alternative perspectives. This knowledge will be demonstrated through students' communication of the process and conclusions of biblical and theological study in both oral and written venues.

2. Employ proper methods of interpretation in their study of Scripture (hermeneutics), including critical and analytical reasoning, contextual exegesis (grammatical-historical), and theological (comparative scriptural, canonical), as well as make use of the appropriate tools for this study.

3. Apply this teaching to our contemporary context, culture, and concerns (in terms of the biblical and Reformed framework of creation, fall, redemption, and consummation), and apply it personally, leading to spiritual growth and ministry within church and society.

**Concentration Course Requirements:**

BTS Required Course (3):

BTS 205                      Hermeneutics

BTS Elective Courses (15):

One course from each of the following three areas:

Biblical Studies:

BTS 321A	Genesis	3
BTS 323	Psalms	3
BTS 327	Isaiah	3
BTS 326	Apocalyptic Literature	3
BTS 332	Johannine Literature	3
BTS 333	Pauline Literature	3
BTS 334	Later NT Literature	3
BTS 395	Special Topics in Biblical Studies	3

Theological Studies:

BTS 360	Doctrine of God	3
BTS 362	Christology	3
BTS 364	Pneumatology	3
BTS 365	Soteriology	3
BTS 370	Ecclesiology	3
BTS 396	Special Topics in Theological Studies	3

Historical & Philosophical Studies:

BTS 245	Survey of World Religions	3
BTS/HIS 315	History of Christianity I	3
BTS/HIS 316	History of Christianity II	3
BTS 340	Christian Ethics	3
BTS 342	Apologetics	3
BTS/SOC 325	Sociology of Religion	3
BTS 348	World Missions	3

BTS/HIS 345	Religion in America	3
BTS/HIS 386	John Calvin	3
BTS 397	Special Topics in Historical/Philosophical Studies	3

Two additional BTS courses from any of these areas 6

## **Biblical Languages (21 credit hours)**

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This concentration provides a course of study in biblical Hebrew (the language of the Old Testament) and biblical Greek (the language of the New Testament). Students learn to read and exegete the Bible in these original languages.

Learning these languages greatly enriches one's study of the Bible. Familiar texts come alive in new ways, and the student gains a deeper understanding of key concepts and themes. This study will thus enhance all other study in the Biblical and Theological Studies department, as well as application of the biblical perspective in each other discipline, and the student's personal Christian life and calling. For those who are pursuing Christian ministry or teaching, or further biblical study, learning the biblical languages is a prerequisite for responsible interpretation.

### **Mission Statement:**

The mission of the Biblical Languages department is to equip students with the knowledge of the basic grammar and vocabulary of biblical Hebrew and biblical Greek, enabling them to read and study the Old Testament and New Testament Scriptures in these original languages. Students also learn to do exegetical analysis in at least one of these languages, evaluating exegetical arguments based on their knowledge of the language, and utilizing the tools for such study. All of this language study reinforces the value of these skills for reading, understanding, and teaching the Scriptures, and will encourage students to apply the insights gained to the contemporary context and to their own personal lives and callings.

### **Concentration Learning Outcomes:**

Students who complete the Biblical Languages Concentration are able to:

1. Demonstrate a proficiency in the basic elements of grammar and syntax for both biblical Hebrew and Greek, showing an understanding of the linguistic categories, as well as mastery of a basic vocabulary sufficient for reading Hebrew and Greek biblical texts.
2. Pursue exegetical study of the Hebrew Bible (Old Testament) or the Greek New Testament, evaluating exegetical arguments based on their knowledge of the language, and utilizing the tools for such study (text-critical apparatus, advanced lexicons, grammars, commentaries, and scholarly articles).
3. Understand the value of knowing Hebrew and Greek for reading, studying, interpreting, and teaching the Bible and apply insights gained in the text of the Hebrew Bible (Old Testament) and Greek New Testament to the contemporary context and to their own personal lives and callings.

### **Concentration Course Requirements:**

Students may fulfill the 21 hours for this concentration by taking either 2 ½ years of Greek (Beginning and Intermediate with a semester of Greek exegesis) and 1 year of Hebrew (Beginning), or 2 ½ years of Hebrew (Beginning and Intermediate with a semester of Hebrew exegesis) and 1 year of Greek (Beginning).

**Biblical Greek:**

GRK 101	Beginning Greek I	3
GRK 102	Beginning Greek II	3
GRK 205	Intermediate Greek I	3
GRK 206	Intermediate Greek II	3
GRK 305	Greek Exegesis	3

**Biblical Hebrew:**

HEB 101	Beginning Hebrew I	3
HEB 102	Beginning Hebrew II	3
HEB 201	Intermediate Hebrew I	3
HEB 202	Intermediate Hebrew II	3
HEB 305	Hebrew Exegesis	3

## **Business, Economics, and Society (21 credit hours)**

A concentration in business, economics, and society equips students to be servant leaders in businesses both large and small and to learn the skills of stewarding people and resources in a just and righteous manner. 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.

**Mission Statement:**

The mission of the economics and society concentration at Providence Christian College is to develop lifelong learners that can think critically and communicate effectively within a biblical framework in the marketplace

**Concentration Learning Outcomes:**

Students who complete the business, economics, and society concentration will be able to:

1. Understand business and economics terms and ideas, and effectively communicate using the language of business and economics.
2. Make effective business choices using a systematic, evaluative, information-based approach utilizing the appropriate tools of the discipline.
3. Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today’s multi-cultural, team-oriented, rapidly-changing globalized environment.

## **Concentration Course Requirements:**

### **BES Required Courses (18):**

BUS 201	Principles of Accounting I	3
BUS 202	Principles of Accounting II	3
BUS 205	Principles of Management	3
ECO 211	Microeconomics and Behavior	3
ECO 212	Economics and Society (Macroeconomics)	3
BUS 310	Entrepreneurship and Innovation	3

### **BES Concentration Elective (3):**

Choose one of the following:

BUS 301	Business Law	3
BUS 306	Marketing	3
BUS 307	Human Resource Management	3
BUS 325	Finance	3
BUS 330	International Business and Economics	3
BUS 450	Fieldwork	3

## **Communication Arts (21 credit hours)**

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The world of communication is constantly changing and yet one thing stays consistent – the need to communicate. The Communication Arts department desires to prepare students for successful entry into the multifaceted world of communication and media by graduating competent, creative, and Christ-like communicators prepared to serve in a variety of callings.

The concentration explores the world of visual communication and modern media through observation and practical application. Each student is encouraged to consider his or her calling and career goals by taking courses that explore various fields and techniques found within the converging mediums of filmmaking, journalism, and theater. Students will apply their skills through various practicums such as producing film projects, writing for the school newspaper, and working on theatrical productions. The department's multi-disciplinary focus helps prepare students for careers in many areas including film, television, and new media production; traditional and online journalism; public relations; and the theatrical world.

### **Mission Statement:**

The Communication Arts Department of Providence Christian College exists to equip students with the knowledge and skills they need to become effective communicators who work and create in various mediums for the glory of God.

### **Concentration Learning Outcomes:**

Students who complete the communication arts concentration will be able to:

1. Articulate a biblical perspective within the field of Communication Arts demonstrating knowledge of the aesthetic dimension of life and the Christian's responsibility for nurturing and enhancing his or her gifts and talents in service to Christ and his kingdom.

2. Communicate effectively for a variety of audiences in various mediums to demonstrate competence in writing, critical thinking, visual storytelling, performance, and production.

3. Demonstrate knowledge of the history, current issues, and techniques used in both production and performance in the various fields of the communication arts as well as critically discern, dissect and analyze messages of persuasion, argumentation, and fallacy found within the media.

**Concentration Course Requirements:**

**COM Required Courses (9):**

COM 201	Visual Storytelling and Communication	3
COM 231	Mass Media and Society	3
COM 260	Film and Video Production	3

**COM Writing Elective (3)**

Choose one of the following:

COM 345	Media Writing	3
COM 375	Scriptwriting	3
ENG 321	Advanced Expository Writing	3

**COM Concentration Electives (9)**

Choose at least two upper division COM courses. The additional elective can be chosen from any COM course (upper or lower division) or the following Business courses: BUS 306 Marketing or BUS 310 Entrepreneurship and Innovation.

## Education (24 credit hours)

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The education core at Providence Christian College is designed to equip students to teach from a distinctly Christian perspective in a manner that exalts the person and lordship of Jesus Christ. 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 is to prepare students to move on to a fifth year teaching credential program from which they can go on to teach in Christian, private, and state schools, church education programs, and home school settings. Students will be trained to teach in a biblically faithful, kingdom-advancing, and God-glorifying manner.

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. Students completing Providence’s education concentration and capstone are eligible to apply for ACSI teaching certification, which enables them to teach in Christian schools in North America and all over the world.

**Mission Statement:**

The Education concentration exists to prepare students to be excellent teachers who are inspired and equipped to teach in a God-glorifying manner in whatever setting they are called.

**Concentration Learning Outcomes:**

Students who complete the education concentration will be able to:

1. Evaluate current educational thought and practice in the light of a Christian and Reformed biblical perspective on education.
2. Apply current brain-based research and educational practice in the development of lesson and unit plans that meet the needs of learners.
3. Connect education theory to actual practice in the classroom.

**Concentration Course Requirements:**

To complete 24 hours listed below, students must take the 12 hour Education Foundation plus either the Elementary or Secondary emphasis; those seeking an ASCI certificate should also complete an additional 12 hour student teaching field experience in conjunction with their capstone course.

Education Foundation (12)

EDU 101	Foundations of Education	3
EDU 201 or 202	Lifespan Development or Educational Psychology	3
EDU 330	Current Issues in Education	3
EDU 451	Field Experience – Internship	3

Education Electives (9)

EDU 201 or 202	In addition to required course	3
EDU 300	Exceptional Learners	3
EDU 301	Curriculum and Instruction	3
EDU 303	Student Diversity	3
EDU 310	Teaching of Reading	2
EDU/ENG 312	Children and Adolescent Literature	3
EDU 361	Home School Education	2
EDU/HIS 375	History of Schooling	3
EDU 451	Field Experience – Internship	1

Special topics courses or methods courses in Education may also be counted for the Humanities Concentration, by petition.

## English (21 credit hours)

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The English Concentration at Providence Christian College equips students to answer the obvious questions of who we are and why we are here, it suggests numerous possible answer the questions of who we are and why we are here through the study of language and literature. The concentration provides students with 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.



### **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*).

### **Concentration Learning Outcomes:**

Students who complete the English concentration will be able to:

1. Demonstrate content knowledge: Literacy in British, American, and world poems, plays, short stories, novels, and literary non-fiction; authors' lives; texts' historical context; and critical theory.
2. Develop communication and critical thinking skills: Compose college-level analytical essays using rational structure (*logos*), accepted style and appropriate evidence (*ethos*), and sympathy for opposing points of view (*pathos*). Deliver effective oral presentations and formulate critical responses to peer work.
3. Apply a Biblical perspective to literature: Interpret literary texts within the paradigm of creation, fall, and redemption.

### **Concentration Course Requirements:**

#### **ENG Required Courses (15):**

ENG 300	Critical Theory	3
ENG 371	Introduction to Creative Writing	3
or ENG 321	Advanced Writing	3
ENG 211	American Literature to 1865	3
or ENG 212	American Literature from 1865	3
ENG 221	British Literature I	3
or ENG 222	British Literature II	3
ENG 311	Non-Western Literature	3
or ENG 341	Studies in World Literature	3

#### **ENG Concentration Electives (6):**

Choose 2 electives (at least 1 must be upper division)

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
ENG 311	Non-Western Literature	3
ENG 341	Studies in World Literature	3
ENG 371	Introduction to Creative Writing	3
ENG 385-95	Special Topics in Literature	3
COM 241	Principles of Journalism	3

COM 343	Broadcast & Multimedia Journalism	3
COM 345	Media Writing	3
COM 375	Script Writing	3

## Fine Art (21-22 credit hours)

The Fine Art program explores the diverse realm of fine art in an interdisciplinary program that combines studio art practice with theory and history. Students pursuing this concentration will receive rigorous one-on-one instruction in the foundation skills of drawing and painting, and will also be given the freedom to create their own personal body of work. The focus is on imagination and discipline, experimentation and critical thinking to engage with the world of fine art from a Reformed Christian perspective.

### **Mission Statement:**

The Fine Art program of Providence Christian College exists to enable students to create original works of art and to appreciate and critically examine the history and philosophy of art from a Reformed Christian perspective.

### **Concentration Learning Outcomes:**

Students who complete the fine art concentration will be able to:

1. Create original artwork that expresses the unique personal vision of the student and present a final show of original artwork that will be open to the school and the public.
2. Demonstrate a working knowledge of the history and central theories of Fine Art.
3. Articulate central issues in the philosophy of aesthetics and the appreciation of Fine Art and a Reformed Christian perspective as it relates to historical and contemporary theories and concepts on Fine Art.

### **Concentration Course Requirements:**

#### FNA Required Studio Art Courses (10):

ART 111	Drawing I	2
ART 115	Studio Art I	2
ART 116	Studio Art II	2
ART 117	Studio Art III	2
ART 221	Plein Air Painting I	2

#### Art History and Theory (9):

Choose 3 courses (at least 2 must be upper division)

ART 211	Art Appreciation	3
ART 330	Art Theory: Philosophy of Fine Art	3
ART 341	Art History: Before and After Courbet	3
COM 201	Visual Storytelling and Communication	3
HUM 311	Aesthetics	3

### Electives (2-3)

An additional Studio Art or Art History/Theory course

## History (18 credit hours)

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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 such as stories, texts, artifacts, and environmental impact, and interpreted in light of the historian's fundamental worldview commitments. From a Reformed 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 concentration 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.

### **Mission Statement:**

The History Department of Providence Christian College exists to provide 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 motifs of creation, fall, and redemption. The department thus exists to prepare students to serve in a variety of callings by nurturing a community of learners characterized by historical consciousness, critical interpretive skills, and an integral Christian perspective.

### **Concentration Learning Outcomes:**

Students who complete the history concentration will be able to:

1. Identify and articulate through different modes of communication the chronological details that have contributed to constancy and change over time.
2. Identify and articulate through different modes of communication the methods of the historical craft (e.g., use of sources—primary and secondary—argument forms, and use of databases), historical arguments, types of history (e.g., social, intellectual, and cultural history), and schools of historical thought (e.g., Progressive, Consensus, Marxist, etc.)
3. The concentration exists to prepare students to serve in a variety of callings (teaching, journalism, law, social activism, government, or ministry) by nurturing a community of learners characterized by critical interpretive skills and an integral Christian perspective.

## **Concentration Course Requirements:**

### **HIS Required Courses (6)**

HIS 300	Historiography	3
HUM/ENG 300	Critical Theory	3

### **HIS Concentration Electives (12):**

Choose two U.S history courses (6)

HIS 351	History of California	3
HIS 352	Revolution and Early Republic	3
HIS 353	American West	3
HIS/PHL 354	American Philosophy	3
HIS 355	Religion in America	3
HIS 385	Radicalism in America	3

Choose one European history course (3)

HIS 265	Early Modern Europe	3
HIS 266	Nineteenth-Century Europe	3
HIS 267	Twentieth-Century Europe	3

Choose one Non-Western History (3)

HIS 331	Comparative World History	3
HIS 337	East Asian History and Politics	3
HIS 347	Latin American History and Politics	3

## **Humanities (21 credit hours)**

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This interdisciplinary concentration allows students to explore courses from literature, intellectual and cultural history, comparative religion, communication, and the arts. Students will learn to analyze the ways human beings from diverse cultures have understood their worlds and expressed these conceptions in art and philosophy. Students will discuss literary and artistic works from a variety of perspectives and approaches, as well as theories of interpretation and practical communication.

Building on humanities courses in the core liberal arts curriculum, students must complete an additional 21 credit hours from the following courses (drawn from at least three different disciplines, with a minimum of two upper-division courses).

### **Mission Statement:**

The Humanities concentration offers an interdisciplinary study of intellectual history, philosophy, literature, and the arts, enabling students to pursue a broad study of the history of human creativity and expression.

### **Concentration Learning Outcomes:**

Students who complete the humanities concentration will be able to:

1. Demonstrate aptitude and ability to analyze ideas, historical events, and cultural texts from diverse origins.

2. Identify, analyze, and evaluate the underlying epistemological and metaphysical assumptions in works of literature, art, and philosophy.

3. Construct a critical argument that accurately presents and respects multiple perspectives or points of view and articulate a Reformed perspective on the study of the humanities rooted in the goodness of creation, the problem of sin, and the abiding image of God in humanity.

### **Concentration Course Requirements:**

#### **HUM Required Course (3)**

One of the following:

HUM/ENG 300	Critical Theory	3
HUM 311	Aesthetics	3

#### **HUM Concentration Electives (18):**

Choose from three different disciplines, minimum 6 hours upper-division:

ART 111-113	Drawing	2
BTS/PHL 245	Survey of World Religions	3
COM 201	Visual Storytelling	3
COM 211	Introduction to Theater	3
COM 234	Film Studies	3
ENG Any 300-400 level	English literature course (not composition)	3
HIS 265	Early Modern Europe	3
HIS/BTS 315	History of Christianity I	3
HIS/BTS 316	History of Christianity II	3
HIS/PHL 354	American Philosophy	3
HIS/BTS 355	Religion in America	3
HUM 300 or 311	In addition to required course	3
HUM 385-395	Special Topics in Humanities	3
MUS 211	Music Appreciation	3
MUS 340	Music History I	3
MUS 341	Music History II	3

Special topics courses in ART, BTS, COM, ENG, HIS, and MUS may also be counted for the Humanities Concentration, by petition.

## **Music (22 credit hours)**

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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 concentration in music provides students basic training for a wide variety of professions and interests.

### **Mission Statement:**

The Music concentration at Providence Christian College seeks a background in music and musicianship by providing an atmosphere of experiential learning and artistic integrity. These courses will empower the student to be a musician of character and competence in and environment of support, creativity, and personal expression. Students are encouraged to appreciate and critically examine the history and philosophy of the musical arts from a Reformed Christian perspective.

### **Concentration Learning Outcomes:**

Students who complete the Music concentration will be able to:

1. Demonstrate proficiency of skills required for comprehensive musicianship: sight singing, pitch training, functional keyboard or musical technology, musical analysis, and performance.
2. Demonstrate knowledge and understanding of the history, culture, and stylistic context of one or more areas of musical arts from different global contexts.
3. Students will learn ensemble techniques and representative repertoire in both large and small ensembles appropriate to their specific performance mediums.
4. Articulate central issues in the philosophy of musical arts, and discuss the role of Christian faith and creativity in musical arts from a Reformed perspective.

### **Concentration Course Requirements:**

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

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

MUS 101-108	Voice Private Lessons	0.5-1
MUS 111-118	Instrumental Private Lessons	0.5-1
MUS 121-128	Vocal Ensemble	0.5
MUS 131-138	Chorale	1
MUS 141-148	Concert Choir	1
MUS 151-158	Chamber Singers	1
MUS 171-178	Instrumental Ensemble	0.5
MUS 181-188	Orchestra	1
MUS 190	Voice Class	1
MUS 195	Piano Class	1

*\*Students interested in Music Education may fulfill a maximum of two hours of the applied music requirement from the following: (2)*

MUS 220	Introduction to 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	Written Music Theory I	2
MUS 231	Written Music Theory II	2
MUS 232	Keyboard Harmony I	1
MUS 233	Keyboard Harmony II	1
MUS 234	Sight-singing and Aural Skills I	1
MUS 235	Sight-singing and Aural Skills II	1

### *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
MUS 246	World Music Survey	3
MUS 250	Survey of Worship Music in Church History	3

## Psychology (22 credit hours)

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The psychology program assists students in developing the theoretical insight and professional skills that enable them to enter graduate study and to serve in a variety of psychology-related careers and professions. The purpose of the program is to develop students equipped with psychological insight informed by a biblically-based Christian perspective.

### **Mission Statement:**

The Psychology concentration of Providence Christian College exists to enhance the holistic development of students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that students develop their understanding of healthy personhood, family, community, and culture in the context of a Biblical and Reformed worldview. The psychology concentration endeavors to nurture student knowledge, skills, and attitudes necessary for the observation, understanding, and analysis of human behavior.

### **Concentration Learning Outcomes:**

Students who complete the Psychology concentration will be able to:

1. Articulate their own personal values, interests, talents, and abilities.
2. Demonstrate an understanding and respect of cultural and global perspectives of self, others, and community and how their faith influences their contribution to diverse communities and cultures.
3. Translate understanding into habituation for effective interpersonal skills and services to meet human needs.
4. Explore a basic knowledge of the concepts, methods, philosophical theories, and the ethical practice of scientific inquiry upon which the discipline of psychology is based within a Reformed worldview.
5. Demonstrate knowledge of normal and abnormal human processes including learning, cognition, growth, development, personality, and cultural and religious identity.

## **Concentration Course Requirements:**

### **PSY Required Course (10)**

ALL of the following:

PSY 101	Introduction to Psychology	3
SSC 201	Social Science Research Methods	3
MAT 243	Statistics	4

### **PSY Concentration Electives (12):**

Any of the following, with at least two courses upper-division:

PSY 201	Psychology of Lifespan Development	3
PSY 202	Educational Psychology	3
PSY 225	Human Sexuality	3
PSY 320	Introduction to Abnormal Psychology	3
PSY 340	Introduction to Social Psychology	3
PSY 345	Theories of Personality	3
PSY 360	Neuroscience and Behavior	3
PSY 450	Field Experience	3

## **Social Science (21 credit hours)**

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The Social Science program of Providence Christian College exists to enable students to develop critical awareness of social structures, diversity, and human relationships from a Reformed Christian perspective. Students can take courses in several disciplines, including communication, economics, geography, political science, psychology, sociology, which will provide an interdisciplinary perspective to examine social structures and problems such as including ethnicity, class, status, individual and group behavior, and distribution of power and resources. The Social Science program can prepare students for a variety of vocations in education, business, helping professions, or graduate work in social work, counseling, or law.

### **Mission Statement:**

The Social Science program of Providence Christian College exists to enable students to develop critical awareness of social structures, diversity, and human relationships from a Reformed Christian perspective.

### **Concentration Learning Outcomes:**

Students who complete the social science concentration will be able to:

1. Identify, through various methods, not only the nature of the social sciences and the basic content of social science disciplines but also the problems addressed by the social sciences.
2. Articulate the various methods, conceptual models, or paradigms utilized in particular social science disciplines from an integrally Christian perspective.



### **Concentration Course Requirements:**

#### **SSC Required Course (3)**

MAT 243	Statistics	3
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#### **SSC Concentration Electives (12):**

Choose 6 courses from 3 different disciplines (at least 2 must be 300 level or higher)

COM 221	Cross-cultural Communication	3
COM 231	Mass Media and Society	3
ECO 211	Microeconomics and Behavior	3
ECO 212	Economics and Society (Macroeconomics)	3
GEO 205	World Geography	3
HIS 331	Comparative World History	3
HIS 337	East Asian History and Politics	3
HIS 347	Latin American History and Politics	3
POL 201	American Government and Politics	3
PSY 101	General Psychology	3
PSY/EDU 201	Lifespan Development	3
PSY/EDU 202	Educational Psychology	3
SOC 101	Principles of Sociology	3
SOC 325	Sociology of Religion	3

## **Visual and Performing Arts (21 credit hours)**

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The Visual and Performing Arts concentration explores the world of visual art, film, music, and theater in an interdisciplinary program that combines practice and performance with theory and history. Students will learn how to engage critically with the arts world, equipped with a Reformed understanding of God's love of beauty and creativity. Students pursuing this concentration will have considerable flexibility in how they arrange their coursework, allowing either specific focus on a particular form of artistic expression or a broad foundation across several arts.

### **Mission Statement:**

The Visual and Performing Arts program of Providence Christian College exists to enable students to create works and/or performances of art, and to appreciate and critically examine the history and philosophy of the arts from a Reformed Christian perspective.

### **Concentration Learning Outcomes:**

Students who complete the visual and performing arts concentration will be able to:

1. Demonstrate performance or creative ability in one or more of the artistic disciplines represented in the concentration.
2. Demonstrate a working knowledge of the history and central theories of one or more artistic disciplines.

3. Articulate central issues in the philosophy of aesthetics and the appreciation of visual and performing arts as well as a Reformed perspective on the arts.

**Concentration Course Requirements:**

Coursework should be chosen from at least two of the following four areas: Art, Music, Film, Theater  
At least 6 hours of the concentration must be upper division.

Applied Performance/Studio/Practicum (6)

MUS 101-118	Private voice or instrumental lessons	1
MUS 131-138	Chorale or other music ensemble	1
ART 111-113	or other Studio Art	1-2
COM 260	Film and Video Production	3
COM 310	Acting	3
COM 370	Directing	3
COM 350	Production Practicum in Film and/or Theater	1

Theory and History (9)

COM 201	Visual Storytelling	3
COM 211	Introduction to Theater	3
COM 234	Film Studies	3
HUM 311	Aesthetics	3
MUS 211	Music Appreciation (cannot be combined with either MUS 340 or 341)	3
MUS 230	Music Theory I	4
MUS 231	Music Theory II	4
MUS 340	Music History I	3
MUS 341	Music History II	3

Electives (6)

Any six hours drawn from any course above, field experience, special topics, or related courses with approval of academic adviser

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# COURSE DESCRIPTIONS

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## Art (ART)

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### 111 **Drawing I**

Drawing I is an introduction to drawing, training students in the rigorous foundation skills of the medium. The focus of the course is on the development of drawing from observation with direct hands-on instruction intended to bring students from a basic understanding of technique and application to a more advanced proficiency in drawing. The class will explore different methods of drawing and seeing, with assignments that highlight different perceptual skills. Course objectives are to train the student to shift into new ways of thinking about and looking at a subject, which will enable closer, more intensified observation to take place. Students will develop the ability to interpret three-dimensional visual information and translate it to a 2 dimensional surface. The course will provide practical exploration of visual fundamentals, such as: line, shape, value, volume, texture, space, light and composition. In addition to a basic understanding of spatial illusion through the use of atmospheric and linear perspective, we will explore a variety of techniques and styles that will touch on the expression of emotion and conceptual content. (2 credits)

### 112 **Drawing II**

Drawing II is a more advanced drawing course that begins to incorporate conceptual ideas about Art into Drawing. The class stresses the development of rigorous technical drawing skills, but also begins to expand the definition of the medium of drawing and encourages expressivity. One distinct difference from Drawing I is that there will be no assigned homework but rather a weekly expectation that each student be working on their own to create something to bring to each class to be discussed. This work will be done outside of class and is based on each individual's interests and explorations of the medium of drawing. Each student will work in their own way, with materials that are most appropriate for what it is that they are doing. Each week the class will conduct group Critiques, similar to our homework and project critiques in Drawing I, but there will be a greater diversity in what people will do, the definition of drawing will be expanded to include anything someone deems to be "drawing". There are no limits. This means that the class will have to be mentally ready to engage in a sophisticated and intelligent conversation about a variety of works, this will take a further development of a vocabulary germane to Art and the philosophy and theory pertaining to Art. This Approach to the class will also require a deepened understanding of current contemporary art practices, it will necessitate more exposure to Art theory, Art history and current contemporary art. Drawing II will include more reading and research about artists both living and historical, this is meant to inspire students in the making of their own work and develop a more informed way of talking about one's own work and also the work of others. Prerequisite: ART 111 or instructor approval (2 credits)

- 115 Studio Art I**  
Studio Art I is a class centered around group critiques based on student work. Students are given the freedom to work in whatever medium they choose and are encouraged to expand their creativity by experimenting with different art forms and approaches. The instructor will give specific reading and research assignments to each individual student based on their work. Studio Art I students are challenged to think critically about art from a reformed perspective and to experiment with different materials. (2 credits)
- 116 Studio Art II**  
Studio Art II is a class centered around group critiques based on student work. Students are given the freedom to work in whatever medium they choose and are encouraged to expand their creativity by experimenting with different art forms and approaches. The instructor will give specific reading and research assignments to each individual student based on their work. Studio Art II students are challenged to think critically about art from a reformed perspective and are encouraged to search for their own specific voice with their work by finding an appropriate medium and approach that best expresses their intentions. Prerequisite: ART 115 or instructor approval (2 credits)
- 117 Studio Art III**  
Studio Art III is a class centered around group critiques based on student work. Students are given the freedom to work in whatever medium they choose and are encouraged to expand their creativity by experimenting with different art forms and approaches. The instructor will give specific reading and research assignments to each individual student based on their work. Studio Art III students are challenged to think critically about art from a reformed perspective and are expected to develop their own personal style of work. As this focus develops, students will be challenged to articulate the ideas and themes that are central to their work and understand the historical and contemporary influences on their work. Prerequisite: ART 116 or instructor approval (2 credits)
- 118 Studio Art IV**  
Studio Art IV is a class centered around group critiques based on student work. Students are given the freedom to work in whatever medium they choose and are encouraged to expand their creativity by experimenting with different art forms and approaches. The instructor will give specific reading and research assignments to each individual student based on their work. Studio Art IV students will develop a clear vision for their own work both aesthetically and visually with a focused grasp on construction methods and materials used in the creation of their work. Students will begin to make work that is connected conceptually to their faith and will be able to write and speak skillfully about art, culture and theology. Studio Art IV students will create a final show of their work that will be open to the whole school and to the public. Prerequisite: ART 117 or instructor approval (2 credits)
- 211 Art Appreciation**  
Art appreciation is an introductory survey course offering a broad overview of western art history that highlights different approaches to art making in cultures that shaped the one we live in today. Through extensive slide lectures that cover a broad range of media from early Greek and Roman sculpture, Western European painting and modernism to contemporary art,

the course will give students the necessary tools to understand and interpret visual art by placing artwork in context and thinking critically about it. The course will discuss important art theory and philosophy texts that are germane to each period of art history and students will be asked to do research and present to the class on particular pieces of art. (3 credits)

### **221 Plein Air Painting I**

This course introduces students to the concepts and principles of plein air painting through hands-on instruction and application in the field. “En plein air” is a French expression meaning “in the open air” and is used to describe the act of painting outdoors, usually landscape painting. The course includes the study and application of old master’s landscape painting techniques, covering the principles of the materials and the core fundamentals of painting application. The focus will be on painting from observation with the goal of producing paintings that are both intelligible representation of the observed landscape and powerful images that are both personal and expressive. By using, color theory, composition methods, paint mixing, use of light and shadow, and brush techniques, students will learn to create representational paintings with depth and excitement. The class will meet in various locations from the nearby mountains to locations in the city, which may require some light hiking and carrying of equipment. Along with on-site instruction and demonstrations, students will be exposed to the rich history of plein air painting with readings and artist research. Each student will be responsible for acquiring their own equipment and materials for the class, and the cost may vary depending on what level of material the student chooses to purchase. (2 credits)

### **222 Plein Air Painting II**

Plein Air Painting II is a course that builds on the skills that were developed in Plein Air Painting I. Students will move beyond the introductory level of painting and begin to work in a more advanced way with an increased level of depth, focus, and expressivity in their paintings. Students will learn new techniques with color, line, shadow, and brush work, and will begin to develop their own style of painting that explores personal ideas and concepts that are both expressive and specific. Prerequisite: ART 221 or instructor approval (2 credits)

### **330 Art Theory: Philosophy of Fine Art**

The Art Theory: Philosophy of Fine Art course examines art theory and philosophy texts that helped shaped fine art practices of the 19<sup>th</sup> and 20<sup>st</sup> centuries. The course covers classic works by Hegel, Derrida, Adorno, Burke, Kant, Deleuze, and also covers more specific art theory and philosophy texts by artist and other philosophers such as Clement Greenberg, Maurice Merleau-Ponty, Robert Smithson, Jermeý Gilbert-Rolf, and Dave Hickey. The class will look at specific works of art that test and examine some of these ideas and students will learn how to connect the theory to the visual work by understanding themes and ideas central to each medium and thinking critically from a reformed perspective. (3 credits)

### **341 Art History: Before and After Courbet**

Gustave Courbet (1819-1877) stands right in the middle of one of the most important periods of Art history, a transition from the old masters, neo-classicism and romanticism, to an entirely different way of seeing the world. Courbet's realism challenged the old guard and redefined the possibilities of painting; he influenced other artists such as Manet, Cezanne,

Monet, and Renoir. His work acts a precursor to many dramatic changes to come in art history after his death and many consider Courbet to be the unwitting forefather to Modernism. The class will study a 100-year period of art history placing Courbet right in the middle of that timeline. Through slide presentations, museum visits, discussions, reading and writing assignments, students will get an in depth understanding of this important period in art history surrounding the man, the painter, Gustave Courbet. (3 credits)

## Biblical and Theological Studies (BTS)

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- 111 Old Testament Studies and Theology I: *Pentateuch and Historical Books***  
In this course we read and closely examine each of the biblical books from Genesis to Esther with a view to 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc.); 2) hermeneutics, or how to interpret the Old Testament as Christians, and the special genres of law, covenant, and historical narrative; 3) the historical and cultural ancient Near Eastern background of the Old Testament; 4) the biblical and systematic theology taught in these books, especially creation, fall, the nature of the covenants, redemption, atonement, law, temple, holiness, prophets, priests, kings, and typology . (3 credits)
- 112 Old Testament Studies and Theology II: *Psalms, Wisdom Literature, and Prophets***  
In this course, we read and closely examine each of the biblical books from Job to Malachi with a view to 1) questions of introduction (authorship, dating, integrity of the books); 2) special issues of interpreting Hebrew poetry, wisdom literature, and genres of prophecy; 3) the historical and cultural ancient Near Eastern background of these books; 4) the biblical and systematic theology taught in these books, particularly the progressive revelation of the coming eschatological kingdom of God and his Messiah, the way of wisdom, the problem of suffering, the sovereignty of God, ultimate judgment and salvation, the new covenant and the coming of the Spirit. (3 credits)
- 205 Hermeneutics**  
This course is a study of the methods and principles of biblical interpretation. We begin with a survey of key figures and debates in the history of interpretation in the church. Then because the Bible is both divine and human word, we study the nature and necessity of presuppositions, grammatical-historical interpretation, and contemporary application. Particular attention is given to the contested issues of the New Testament's interpretation of the Old Testament, and the implications for faithful Christ-centered interpretation of all the Scriptures. (3 credits)
- 211 New Testament Studies and Theology I: *Gospels and Acts***  
In this course we read and closely examine each of these biblical books with a view to 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc.); 2) hermeneutics, or how to interpret the unique genres of the Gospels and Acts; 3) inter-testamental history as background to the Gospels; 4) the biblical and systematic theology taught in these books, especially the kingdom of God and Old Testament fulfillment, the

person and work of Christ, his ethical teaching, and the nature and mission of the church. (3 credits)

**212 New Testament Studies and Theology II: *Epistles and Revelation***

In this course we read and closely examine each of the Pauline and General Epistles and the book of Revelation with a view to 1) questions of introduction (authorship and dating); 2) questions of interpreting first century letters in context, as well as the apocalyptic genre of Revelation; 3) the biblical and systematic theology taught in these books, particularly the eschatological already/not yet nature of the church's existence, the person and work of Christ, justification by faith, life in the Spirit, and the victory and struggle of the church awaiting Christ's return (3 credits)

**245 Survey of World Religions**

An introductory survey of the historical development, beliefs, symbols, and practices of ancient, Eastern, and Western religious traditions. Religions studied include animism, Hinduism, Buddhism, Jainism, Judaism, Islam, East Asian traditions, and others, as well as the relationship of religion and culture and the concept of "religion" as a category of academic study. (3 credits) (Cross-listed as PHL 245)

**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 cross-listed as 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 cross-listed as HIS 316 (3 credits)

**321A Genesis**

This course provides an in-depth study of this foundational book of origins. Special focus is given to interpreting the accounts of creation, fall, flood, and the rest of the primeval history, in view of challenges to their historicity and the need for a discerning appreciation of the findings of science. We explore the redemptive-historical theology of the book, highlighting the promises, the patriarchal covenants, and their Christological significance. Prerequisite: BTS 111 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 way of wisdom embodied by that hoped for fulfillment of the Davidic type. Consistent Christological interpretation then reveals important implications for our use of the Psalms in worship and Christian living. Prerequisite: BTS 112 or permission of the instructor. (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. (3 credits) (Cross-listed as SOC 325)

**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)

**327 Isaiah**

This course is a detailed study of the book of Isaiah against the background and history of the prophetic institution in ancient Israel. The prophets called God's people to covenant faithfulness, warned of God's judgment, and proclaimed coming redemption through his Messiah. Isaiah gives us climactic revelation regarding the coming of this one as King and Suffering Servant. The theology of the book is foundational for understanding the New Testament, and provides a powerful message for the church today. Prerequisite: BTS 112 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 Pauline Literature**

This course is a study of the Apostle Paul, his letters, and their theological and ethical themes, within the first century historical context. We study how Paul's letters fit within the history given in the book of Acts, the nature of his debate with opponents in Galatians and elsewhere, and especially Paul's unique revelation and explication of the "doctrines of grace": the eschatological gospel that declares those "in Christ" are freely justified, and now live by the power of the Spirit, to the glory of God. We also consider the challenges to Reformation readings of Paul by more recent "new perspectives" on Paul. Prerequisite: BTS 212 or permission of the instructor. (3 credits)

**334 Later New Testament Literature**

This course is a study of the general or catholic epistles (Hebrews, James, 1-2 Peter, and Jude). A special study is made of the theology of Hebrews, focusing on the superiority of Christ as the fulfillment of OT types and shadows, and the danger of apostasy. Issues of Jewish Christianity then and now are examined, especially with reference to Hebrews and James.



Close attention is given to the exegesis of contested passages in 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. (3 credits) (Cross-listed as PHL 340)

**342 Apologetics**

This course is a study of the why and how of Christian witness to the truth of the faith, as we seek to be prepared to “give an answer for the hope that is in us.” The approach is biblical, historical, and philosophical, and examines the merit of competing apologetic methods, considering the necessary role of presuppositions and evidences. Special attention is given to resurgent scientific naturalism and the intelligent design response, our postmodern and pluralistic context, historical arguments for Christ and his resurrection, responding to Islam, and the problem of evil. The course also stresses that the necessary framework for this task is the cultivation of winsome persuasion in genuine human relationships, and a demonstrated Christian character that gives ultimate credibility to our defense of the faith. (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)

**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 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. (3 credits)

**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. (3 credits)

**364 Pneumatology**

This is a study of the person and work of the Holy Spirit in the Bible and Christian theology. A biblical theology of the Holy Spirit will emphasize the eschatological age of the Spirit in which we now live, and how that is anticipated and prefigured in the Old Testament. We will also seek a biblical perspective on the gifts of the Spirit and contemporary charismatic experience. Our study will lead us to know God the Holy Spirit more deeply, live more by his power, and better reflect his holiness. Prerequisite: BTS 111/112, 211/212. (3 credits)

**365 Soteriology**

This course will deepen understanding of the triune God's gracious plan of salvation. Topics covered include the function of union with Christ in Reformed soteriology and the benefits associated with that union, namely, adoption, regeneration, justification, sanctification, and perseverance. The course will include analysis of biblical texts in both their immediate context and in the overall flow of Scripture, an overview of the development of the doctrine in Reformed theology, as well as an examination of contemporary challenges relating to the topics. Prerequisite: BTS 320 or permission of the instructor. (3 credits)

**370 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. (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. (3 credits) (Cross-listed as HIS 386.)

**395 Special Topics in Biblical Studies**

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

**395A Women in Church and Society**

This course will engage the range of perspectives on women's callings to ministry in the church, and more broadly to leadership in society. Those who agree on biblical authority are yet sharply divided between complementarians—holding to at least some normative role differences, and egalitarians—contending for equality in all callings. We examine the biblical hermeneutics at the center of the debate, as well as issues at the intersection of theology, history, culture, and ethics. We will seek faithfulness to the Bible, as well as a critical consideration of the historical and contemporary women's movement, evangelical feminism, feminist theology, and feminist criticism. The goal will be to find encouragement for women

to flourish alongside men with all their gifts for Christ's kingdom in the church and world. (3 credits)

**396 Special Topics in Theological Studies**

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

**397 Special Topics in Historical/Philosophical Studies**

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

## Biology (BIO)

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**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)

**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)

## Business (BUS)

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**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)

**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)

**306 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)

**307 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)

**310 Entrepreneurship and Innovation**

This course will cover the basics of how to create an entrepreneurial business. It is intended for a general audience. The course will explore the structure and framework of entrepreneurial endeavors- both inside and outside the business world. The course will answer questions such as: What is entrepreneurship? What is opportunity recognition and selection? How can you create and define competitive advantage? The class addresses the entrepreneurial process and the key elements of business plans that develop venture ideas into actual businesses. The main requirement of the class is the development of a business plan for a venture of the students choosing. Students will work together to develop an idea for a new venture, research its potential, perform analysis to identify what resources are needed and when, and then write and present a formal business plan. No prerequisites are required. (3 credits)

**325 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)

**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)

**340 Business Communication**

This course would cover the application of business communication principles through the creation of effective business documents and oral presentations. It would include study and application of team communication and the use of technology to facilitate the communication process. Prerequisites: COM 101 and ENG 101. (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, MAT 243 and junior standing. (3 credits)

#### **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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#### **111 Principles of General Chemistry**

This is an introduction and review of fundamental topics in chemistry including units of measurements, classifications of matter, atomic and molecular structure, bonding, the periodic table, chemical reactions, solutions, gases, and energy. This class is divided into two separate instructional periods: a lecture period devoted to the primary course material and a lab period for conducting lab experiments. (3 credits + 1 credit lab)

## **Communication Arts (COM)**

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#### **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)

#### **201 Visual Storytelling and Communication**

This course introduces students to the concepts and principles used to visually tell stories and communicate ideas. Students will be exposed to various mediums that use visual storytelling and communication such as film, television, journalism, theater, and advertising. Basic techniques and design will be examined and applied throughout the course. With a closer and more intensified kind of observation, students will learn to develop the ability to understand and interpret visual information, as it exists in a wide range of media. From film and video to painting, sculpture, performance and fashion students will be exposed to a large amount of art and culture especially as it exists in Los Angeles and will learn about the ideas and theories that shape visual culture. Through film screenings, gallery and museum visits, field trips, personal research and lectures, students will learn about the fundamentals of the visual language by studying composition, line and shape, color, light and space and how these elements are used to visually tell stories and communicate non-verbal information. (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)
- 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 Film Studies**  
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. Student's view and critique films seen inside and outside of class. (3 credits)
- 241 Principles of 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)
- 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)
- 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)
- 310 Acting**  
(3 credits)
- 330 Principles of 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) (Formerly COM 225)

**343 Broadcast & Multimedia Journalism**

This course is a study of journalism for the broadcast and other multimedia formats often called “New Media”. The course focuses on both the conceptual and technical skills needed by modern journalists to tell effective, visual stories in a collaborative environment. Topics covered include electronic news gathering (ENG), on-camera reporting, writing copy for multiple media formats, video editing software, and presenting news via the internet. Prerequisite: COM 241. (3 credits)

**345 Media Writing**

This advanced course challenges students to understand and apply the multiple forms of writing found in various media outlets including print, electronic, and new media. With an emphasis on convergence and writing, students will workshop and produce various styles and formats commonly used in today’s media. (3 credits)

**350 Production Practicum**

This course gives students the opportunity to practice a craft in a working environment on campus. Practical experience is gained by working on the production of the school newspaper, the school play, or a film/video project. This course may be repeated up to three times for class credit. Student must have instructor’s approval before adding. (1 credits)

**360 Advanced Film and Video Production**

This course is a continuation of COM 260. (3 credits) (Formerly COM 261)

**365 Production Design**

This course studies the technical elements of film and theater design. The concept of mise-en-scene will be explored as students study the principles and techniques involved in set design, property creation, costuming, lighting, and sound. (3 credits)

**370 Directing**

This course focuses on the craft of directing and its unique relationship with the actor and the script. Students will learn key concepts such as communicating their vision, trusting their intuition, casting the right actor, and handling pressure on the set or stage. Through discussions, exercises, and practical presentations, students will learn how to become effective directors. Prerequisite: COM 260. (3 credits)

**375 Script Writing**

This course explores the key elements of writing scripts including story structure, character development, and dialogue construction. Students will workshop and develop a script for a short film or a one-act play during the course. The course will also investigate the benefits and challenges of truthful storytelling from a Christian perspective. (3 credits)



**385- Special Topics in Communication**

**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)

**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)

## Economics (ECO)

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**211 Microeconomics and Behavior**

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 Economics and Society (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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**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)

**199 Education Internship I**

This course is an internship for one semester in an off-campus location that provides students with real-life experience in applying their liberal studies major. Students meet with their faculty advisor to discuss internship experiences. The number of credits will be determined according to the number of hours the student spends in the internship. Forty hours of successful onsite

work equals one academic credit. Two goals for each internship are developed in conjunction with the student and an additional two required goals are developed by the professor. The goals reflect an increasing level of difficulty through the 199/299/399 sequence. Prerequisite: EDU 101 (1-3 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)

**299 Field Experience - Internship II**

This course is an internship for one semester in an off-campus location that provides students with real-life experience in applying their liberal studies major. Students meet with their faculty advisor to discuss internship experiences. The number of credits will be determined according to the number of hours the student spends in the internship. Forty hours of successful onsite work equals one academic credit. Two goals for each internship are developed in conjunction with the student and an additional two required goals are developed by the professor. The goals reflect an increasing level of difficulty through the 199/299/399 sequence. Prerequisite: EDU 101 and 199. (1-3 credits)

**300 Exceptional Learners**

This course equips future classroom teachers with the knowledge and skills required to meet the educational needs of students with exceptional abilities or disabilities. The categories of exceptionality covered in this course focus on those most prevalent in the classroom, such as, learning disabled, ADD (with and without hyperactivity), emotional and behavioral disorders, language and communication disorders, autism spectrum disorders, and gifted and talented. Practically, this course will be presented from an overarching perspective of differentiated learning, applying pedagogy and assessment adaptations to meet the needs of all students in the classroom. Prerequisites: EDU 202, or permission of the instructor. (3 credits)

**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)

**303 Student Diversity**

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. Prerequisites: EDU 202, or permission of the instructor. (2 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. (2 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)

**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. (2 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)

**330 Current Issues in Education**

Through lecture and discussion, students will examine current issues in education. Areas explored, but not limited to, include a variety of perspectives on key educational policy issues including desegregation, bilingual education, affirmative action, charter schools, national and state curriculum standards, student assessment and the assessment and certification of teachers. (3 credits)

**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)

**375 History of Schooling**

American educational ideas and practice critically examined in terms of their historical development and contemporary significance. (3 credits) (Cross-listed as HIS 375.)

**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)

**399 Field Experience - Internship III**

This course is an internship for one semester in an off-campus location that provides students with real-life experience in applying their liberal studies major. Students meet with their faculty advisor to discuss internship experiences. The number of credits will be determined according to the number of hours the student spends in the internship. Forty hours of successful onsite work equals one academic credit. Two goals for each internship are developed in conjunction with the student and an additional two required goals are developed by the professor. The goals reflect an increasing level of difficulty through the 199/299/399 sequence. Prerequisite: EDU 101 and 299. (1-3 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)

## English (ENG)

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**101 Composition I: Writing and Research**

In this course, students learn to write college-level narrative, descriptive, analytical and persuasive essays. We will also discuss prose structure and style in light of selected readings. 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. (3 credits).

**102 Composition II: Research, Rhetoric, and Information Literacy**

An introduction to practical reasoning and the principles of rhetoric that examines major terms, issues, and approaches in the theory and practice of rhetoric and persuasive writing, from the classical oration of Greek and Roman rhetoricians to modern arguments, covering research and the strategic use of digital and print sources. Prerequisite: ENG 101 or equivalent. (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)

**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)

**300 Critical Theory**

This course helps students refine a range of literary-critical skills including close-reading, and contextual analysis, as well as familiarizes them with historic schools of literary theory such as structuralism, deconstruction, reader-response, psychoanalysis, and gender theory. The student will gain skills in evaluating, reflecting on and writing about both primary literary texts and secondary criticism. A few novels of the instructor's choosing will help to orient the course around pertinent themes and subject matter. Prerequisites: ENG 101. (3 credits) (Cross-listed as HUM 300)

**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 and 300. Concurrent enrollment in ENG 300 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 Writing**

This advanced writing seminar continues to hone students' writing after they have learned the basics of college prose in ENG 101 for both academic and professional writing. It focuses on argument structure, rhetoric, point of view, use of evidence, rebuttal/refutation, and effective oral presentation of argument. Prerequisites: ENG 101. (3 credits)

**325 Methods of Teaching Secondary English**

This course provides students with the knowledge and skills needed to teach English at the secondary level. Building upon the student's English and Education programs, the students will learn strategies and techniques for planning, pedagogy, and assessment of English instruction. In addition to the pragmatic, the course will address some of the current issues of teaching English at the secondary level. Classroom observations and mini-lessons will also be incorporated as determined by the instructor. Prerequisite/concurrent enrollment of EDU 304, or permission of the instructor. (2 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 and 300. Concurrent enrollment in ENG 300 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 and 300. Concurrent enrollment in ENG 300 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 and 300. (3 credits)

**371 Introduction to Creative Writing**

This course develops students' skills in poetry, fiction, and essay writing. Examples of prominent prose and poetry writers will be studied and evaluated alongside a student's own work. Prerequisites: ENG 101. (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 and 300. (1-3 credits)

## First Year Seminar (FYS)

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**101 First Year Seminar: Student Calling & Success**

The First Year Seminar (FYS) is designed and required for first year students to help initiate them into the learning community and culture of Providence. Its goal is to introduce students to whole person learning, that is, helping them to see that learning is lifelong, shapes their imaginations, connects being and doing, and develops real world abilities that the student will draw on for decades. Making connections with other first year classes like the Christian Mind and through their reading, in-class discussions and small groups, papers and group presentation, and a final Learning Portfolio, students will be challenged to think in an interdisciplinary manner and see that faith is integral to their learning. (3 credits)

## Geography (GEO)

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**205 World Geography**

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

## Greek (GRK)

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**101 Beginning Greek I**



This course is a beginning study of New Testament Greek with emphasis on the essentials of grammar and basic vocabulary. (3 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 dictionary. Prerequisite: GRK 101. (3 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)

**305 Greek Exegesis**

This course provides students with principles, tools, and practical experience in the exegesis of the Greek New Testament text. We cover textual criticism, syntactical problems, lexical semantics, discourse structure, and how this study aids us in determining the meaning and message of God's word in Greek. Prerequisite: GRK 206. (3 credits)

## Health and Physical Education (HPE)

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A maximum of eight HPE credits will be allowed to count towards graduation. HPE credits for transfer students will be prorated based on their status at transfer. While no course credit is given for intercollegiate athletics, athletes can waive their two HPE credit requirements through participation in two semesters of intercollegiate athletics. HPE courses may be repeated once for credit.

### *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. (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 Health & Wellness**  
This course introduces lifetime physical fitness principles through a range of different learning experiences. Students will learn about basic health topics, explore current cultural health concerns, and participate in various forms of physical activity. (1 credit)
- 105 Fitness Bootcamp**  
This course is designed to provide the student with an opportunity to experience the benefits of a variety of exercises that will work all different muscle groups. (1 credit)
- 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)

*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)

**118 Sailing**  
TBD

*Intercollegiate Sports*

**201 Cross-Country Running Team**

**211 Men's Soccer**

**212 Women's Soccer**

**221 Baseball**

**231 Women's Volleyball**

*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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**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)
- 305 Hebrew Exegesis**  
This course provides students with principles, tools, and practical experience in the exegesis of the Hebrew text. We study textual criticism, syntax, lexical semantics, comparative philology, the unique features of narrative and poetic texts, and how all of these aid us in determining the meaning and message of God's word in Hebrew. Prerequisite: HEB 202. (3 credits)

## History (HIS)

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- 115 United States History**  
This course surveys the development of American culture from pre-colonization to present, with an emphasis on political and cultural 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. (3 credits) (Cross-listed as BTS 315)
- 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. (3 credits) (Cross-listed as BTS 316)
- 331 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)
- 337 East Asian History and Politics**  
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)
- 347 Latin American History and Politics**  
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)
- 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 American Revolution and Early Republic**  
This course examines the formative period of the American nation. Students will consider both the history and historiographical debates surrounding the causes and consequences of the American Revolution and the subsequent economic and political institutions set up during the

Early Republic. Particular focus will be placed on contemporary discussions about the legacy of the Revolution and the meaning of the American nation. (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)

**354 American Philosophy**

HIS 354 seeks to answer the question as to whether American intellectuals have offered a unique contribution to the history of philosophy. The course considers not only the important works of leading American thinkers from Jonathan Edwards to Richard Rorty, but also how social, economic, political, and cultural developments have shaped America’s philosophical ethos. Students will study the place of New England Theology under Jonathan Edwards, the iconoclasm of the Transcendentalists, and the post-Civil War development of Pragmatism from Charles Pierce and William James to Richard Rorty. (3 credits) (Cross-listed as PHL 345)

**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)

**375 History of Schooling**

American educational ideas and practice critically examined in terms of their historical development and contemporary significance. (3 credits) (Cross-listed as EDU 375.)

**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)

**385 Radicalism in America**

Since the late 18<sup>th</sup> century, radical populist movements have significantly reshaped American society and culture. The intended goals, functioning first and foremost to generate periodic crises in the American mind, have been to uncover social injustices in order to initiate social, political, and economic reform. This course examines the origins and lasting impact of radical reform movements in America (from abolition to civil rights), considering in particular whether radicalism can be defined historically, what conditions have led to such unrest, whether a lasting radical tradition is fundamental to American identity, and in what way those

within the Christian community can appreciate and appropriate the legacy of these movements.

**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 386)

## Humanities (HUM)

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

This course surveys the development of civilization and culture throughout the world. Taught from an interdisciplinary 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)

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

This course surveys 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 an interdisciplinary 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)

**285-295 Special Topics in Humanities**

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)

**300 Critical Theory**

This course helps students refine a range of literary-critical skills including close-reading, and contextual analysis, as well as familiarizes them with historic schools of literary theory such as structuralism, deconstruction, reader-response, psychoanalysis, and gender theory. The student will gain skills in evaluating, reflecting on and writing about both primary literary texts and secondary criticism. A few novels of the instructor's choosing will help to orient the course around pertinent themes and subject matter. Required for ENG, HIS, and HUM concentrations. Prerequisites: ENG 101. (3 credits) (Cross-listed as ENG 300)

**311 Aesthetics**

In this course we will explore beauty and imagination in human life. The course will include a brief historical overview of perspectives on beauty and imagination in classical and biblical thought, during the medieval period, during the Renaissance and Reformation, and into the Modern age -- with particular attention to the late 19th and 20th century Reformed perspectives. We will continue with a few of the key questions raised in philosophical aesthetics: What is the aesthetic? What is art? What is beauty? We will also turn our attention to beauty and the imagination in everyday life and in popular culture.

**385-395 Special Topics in Humanities**

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)

## Liberal Studies (LBS)

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**101 Christian Mind**

This course is designed to introduce newly enrolled students to the Reformed context that underlies a Providence Christian College education. The class takes as its starting point the necessary place of faith in all of life and learning. Students will consider and apply key philosophical and theological terms as they engage discussions related to worldview formation, especially that of the Biblical triad creation-fall-redemption, the relationship between Christ and culture, and the holistic formative nature of faith-rooted education.

**400 Capstone**

The Liberal Studies major culminates in an interdisciplinary capstone course taken in the student's senior year. 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 concentrations. Students may request to work with faculty members in either of their concentrations. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member, and will include a portfolio of student work and a final project.

**450 Field Experience – Internship (1-4 credits)**

## Mathematics (MAT)

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**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. (3 non-degree credits)

**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)

**201 Mathematical Systems**

This course is designed to provide students with a strong math foundation. Concepts of number theory, the structure of the whole, integer, rational and real number systems, relationships between algorithms and operations as well as patterns using relation and functions including linear equations, systems of equations, the factoring of polynomials, graphing and solving of quadratic equations and inequalities will be covered. This course satisfies the core math requirement. Pre-requisite: High school math (3 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. (3 credits)

## Music (MUS)

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**101- Voice private lessons**

**108** 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 in 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 Written Music Theory I**

The foundation for all musicianship is the understanding and application of the structures and elements of music. This course will cover the basics of music: scales, key and time signatures, intervals, basic chord construction, and an introduction to modality. Students will also study basic form analysis, and compose and notate simple melodies using current software (2 credits)

**231 Written Music Theory II**

This course continues the study of the fundamentals of musical structures and elements. Students will analyze the specific melodic and harmonic structures of compositions from the 17th -19th Centuries, learn instrumental transposition, review some 20th-century and contemporary techniques, and prepare individual compositions. Prerequisite: MUS 230 (2 credits)

**232 Keyboard Harmony I**

Fundamental keyboard skills provide the means for the practice and study of musical notation and rhythms, intervals, major and minor keys, and melodic and harmonic structures. These courses complement the Written Theory ones by providing hands-on experience with a piano. Completion or concurrent enrollment in MUS 230 required. (1 credit per semester)

**233 Keyboard Harmony II**

A continuation of MUS 232. Fundamental keyboard skills provide the means for the practice and study of musical notation and rhythms, intervals, major and minor keys, and melodic and

harmonic structures. These courses complement the Written Theory ones by providing hands-on experience with a piano. Completion or concurrent enrollment in MUS 231 required. (1 credit per semester)

**234 Sight-singing and Aural Skills I**

Fundamental vocal skills also provide the means for practice and study of musical notation, rhythms, and intervals. Students will learn to sing melodies at sight in various key signatures, and notate melodies, chord progressions, and rhythm patterns using staff paper. Completion or concurrent enrollment in MUS 230 required. (1 credit per semester)

**235 Sight-singing and Aural Skills II**

Fundamental vocal skills also provide the means for practice and study of musical notation, rhythms, and intervals. Students will learn to sing melodies at sight in various key signatures, and notate melodies, chord progressions, and rhythm patterns using staff paper. Completion or concurrent enrollment in MUS 231 required. (1 credit per semester)

**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)

**340 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)

**341 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)

**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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### 245 **Survey of World Religions**

An introductory survey of the historical development, beliefs, symbols, and practices of ancient, Eastern, and Western religious traditions. Religions studied include animism, Hinduism, Buddhism, Jainism, Judaism, Islam, East Asian traditions, and others, as well as the relationship of religion and culture and the concept of "religion" as a category of academic study. (3 credits) (Cross-listed as BTS 245)

### 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) (Cross-listed as BTS 340)

### 354 **American Philosophy**

HIS 354 seeks to answer the question as to whether American intellectuals have offered a unique contribution to the history of philosophy. The course considers not only the important works of leading American thinkers from Jonathan Edwards to Richard Rorty, but also how social, economic, political, and cultural developments have shaped America's philosophical ethos. Students will study the place of New England Theology under Jonathan Edwards, the iconoclasm of the Transcendentalists, and the post-Civil War development of Pragmatism from Charles Pierce and William James to Richard Rorty. (3 credits) (Cross-listed as HIS 345)

## Political Science (POL)

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### 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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### 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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**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. (3 credits + 1 credit lab)

**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. (3 credits + 1 credit lab)

## Social Science (SSC)

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**201 Social Science Research**

In this course the students are introduced to the basic concepts and techniques that are used in Social Science Research. This course covers scientific inquiry and research design, quantitative and qualitative data gathering, mixed methods design and analysis. Special emphasis is placed on ethical issues in research. (3 credits)

## Sociology (SOC)

---

**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)
- 298 Sociology - Cross-Cultural Experience**  
This course is designed to prepare students for effectively engaging diverse communities both locally and globally by providing a cross cultural experience and subsequent opportunities for reflection. Its focus is on equipping students for effectively engaging other cultures as they learn key elements of cross-cultural theory and praxis. The course will explore elements of culture and a variety of appropriate responses, highlighting the importance of a biblical foundation in the way Christians perceive and interpret culture. (.25 credit)
- 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. (3 credits) (Cross-listed as BTS 325)

## Spanish (SPN)

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- 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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**Wanda De Vries**, *Library Manager*; B.S., University of Maine  
**Bethany Gioielli**, *Community Director*; B.A., Moody Bible Institute; M.A., Biola University  
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**Johnathan Kruis**, *Community Director*; B.A., Providence Christian College  
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**Brent Pafford**, *Executive Assistant*; B.M., Stetson University; M.B.A., Stetson University  
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**Jaci Schork**, *Student Success Coordinator/Community Director*; B.S. Biola University; M.S. Biola University  
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**Sande Sloniker**, *Accountant*; B.S.B.A., University of Denver  
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**Patricia Tsai**, *Registrar*, B.A. University of California, Berkeley; M.A., Azusa Pacific University  
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### ***Athletics Staff***

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**Robert Simmons**, *Athletic Trainer*  
**Cody Walter**, *Assistant Baseball Coach*  
**Rachel Webb**, *Assistant Women's Soccer Coach*  
**Matt Wilson**, *Head Cross Country Coach*

# Faculty

## *Teaching Faculty*

**John Cunningham (2015)**, *Associate Professor of Humanities*; B.A., Bowling Green University; M.A. Colorado Christian University; M.A. Yale University Divinity School; Ph.D. University of Virginia

**Whitney Gamble (2015)**, *Associate Professor of Biblical and Theological Studies*; B.A. Geneva College; M.A. Reformed Presbyterian Theological Seminary Pittsburg; Ph.D. University of Edinburgh, School of Divinity

**Mark Hamilton (2016)**, *Interim Professor of FYE and Social Science*; B.A. California State University – Northridge; M.A. Azusa Pacific University; M.M. Western Seminary; Ed.D. Azusa Pacific University

**Lauren Kim (2017)**, *Interim Professor of History*; B.A. University of Southern California; M.A. Westminster Seminary California; Ph.D. University of St. Andrews

**Scott A. Swanson (2005)**, *Professor of Biblical and Theological Studies*; B.A., Westmont; M.A., Westminster Theological Seminary, CA; Ph.D., Hebrew Union College-Jewish Institute of Religion

**Jan Van Spronsen (2014)**, *Director of Academic Resource Center/Instructor of Education*; B.A., Calvin College; M.A., Point Loma Nazarene University

## *Adjunct Teaching Faculty*

**Brandon Addison (2016)**, B.A. Providence Christian College; M.B.A. California State University – Northridge; M. Div. Westminster Seminary California

**Jen Argue (2017)**, B.A. Trinity International University; M.A. Illinois School of Professional Psychology

**Alan Armes (2016)**, B.A. Houghton College

**Ben Austin (2014)**, B.A. Trinity Christian College; MTS, Calvin Theological Seminary; Th.M., Calvin Theological Seminary; Ph.D., Leiden University

**Nick Barrett (2017)**, B/A. Colorado Christian University; M.Div. Fuller Seminary; M.A. University of California, Irvine

**Shaneka Bullins (2018)**, B.A. University of California, Los Angeles; M.S. University of Southern California; Ed.D. University of Southern California

**Julie Bykerk (2012)**, B.A. Calvin College; M.A. Azusa Pacific University

**Bernard Chadwick (2011)**, B.F.A, Laguna College of Art and Design; M.F.A, Art Center College of Design

**Valentin Gonzalez-Bohorquez (2015)**, B.A. Azusa Pacific University; M.A. California State University – Los Angeles; Ph.D. University of California, Riverside

**Dianne Harmel (2017)**, B.M. University of Southern California; M.A. California State University – Los Angeles

**Walker Haynes (2018)**, B.A. Bryan College; M.Ed. National University

**Michael Hubbell (2017)**, B.A. Azusa Pacific University; M.B.A. Azusa Pacific University; M.S. Claremont Graduate University; Ed.D. University of La Verne

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

**Paula Orr (2017)**, B.A. University of Kentucky; M.A. Antioch University Los Angeles

**Chuck Ryor (2008)**, B.S. West Virginia University; M.A., Reformed Theological Seminary; Ph.D., Florida State University

**Joanna Schiestl (2017)**, B.A. Liberty University; M.A. Columbia International University

**Peter Uwarow (2012)**, B.A., Bob Jones University; M.A., Westminster Seminary California

**Becky Vanderzee (2016)**, B.A. Calvin College; M.S.W. California State University – Long Beach

**Keri Whitaker (2009)**, B.A. California Polytech University; M.A. National University

**Kathleen Zeeb (2016)**, B.A. California State University – Fullerton; M.Ed. University of Texas, Arlington

#### **Visiting Teaching Faculty**

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

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**PROVIDENCE**  
**CHRISTIAN COLLEGE**

1539 East Howard Street  
Pasadena, CA 91104  
Toll Free: 866.323.0233

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