

ACADEMIC CATALOG

Addendum 2019-2020

Providence Christian College
464 East Walnut Street
Pasadena, CA 91101
866.323.0233
admin@providencecc.edu
www.providencecc.edu
08/26/2019

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.

This addendum reflects updates and corrections to the 2019-2020 Providence Christian College Academic Catalog. Providence Christian College has made every effort to assure the accuracy of the information in this addendum. Users of this addendum should be aware that policies, rules, procedures, and regulations change, and that these changes may alter the information contained in this publication. The college reserves the right to change policies, regulations, fees, and courses of instruction upon direction by the Providence Christian College Board of Trustees. The most current and complete information is available from the appropriate campus administrative agencies. To report errors and omissions, make suggestions for better readability, or offer comments, please send an e-mail to registrar@providencecc.edu.

Addendum Chart

Catalog Page #	Section	Heading	Change for Addendum
13	Federal/State Law Compliance	Added “Veterans Benefits and Transition Act of 2018”	Added “Providence Christian College is in compliance with the requirements of 38 U.S.C. 3679 as of August 1, 2019.”

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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 2019-2023

	Activity	Day	2019	2020	2021	2022
	Fall Teams Move -In	Saturday	August 3	August 8	August 7	August 6
	Institutional In-Service	Friday	August 16	August 21	August 20	August 19
	Embark: New Student Orientation	Sat. - Tues.	August 17-20	August 22-25	August 21-24	August 20-23
	Faculty In-Service	Monday	August 19	August 24	August 23	August 22
	Returning Student Move-In	Tuesday	August 20	August 25	August 24	August 23
	Student Registration	Tuesday	August 20	August 25	August 24	August 23
	Witherspoon Cup kick-off/Convocation	Wednesday	August 21	August 26	August 25	August 24
	Classes Begin	Thursday	August 22	August 27	August 26	August 25
	Labor Day - HOLIDAY	Monday	September 2	September 7	September 6	September 5
	Final day to add/drop (w/o "W") - Due 5:00 P.M.	Friday	September 6	September 11	September 10	September 9
	Jubilee Reading Day - No Classes	Thursday	October 10	October 15	October 14	October 13
	Final day for withdrawal - Due 5:00 P.M.	Thursday	October 24	October 29	October 28	October 27
	Homecoming/Reformation Weekend	Fri. - Sat.	October 18-19	October 23-24	October 22-23	October 21-22
	Thanksgiving Recess - HOLIDAY	Mon. - Fri.	November 25-29	November 23-27	November 22-26	November 21-25
	Capstone and Recital Day - No Classes	Friday	December 6	December 11	December 10	December 9
	Last Day of Classes	Monday	December 9	December 14	December 13	December 12
	Final Examinations	Tues.-Fri.	December 10-13	December 15-18	December 14-17	December 13-16
	Christmas Break Begins	Saturday	December 14	December 19	December 18	December 17
	Fall semester grades due to registrar	Wednesday	December 19	December 24	December 23	December 22
	Activity	Day	2020	2021	2022	2023
	Institutional/Faculty In-Service	Friday	January 3	January 8	January 7	January 6
	Student Registration and Orientation	Monday	January 6	January 11	January 10	January 9
	Classes Begin	Tuesday	January 7	January 12	January 11	January 10
	Martin Luther King, Jr. Day - HOLIDAY	Monday	January 20	January 18	January 17	January 16
	Final day to add/drop (w/o "W") - Due 5:00 P.M.	Wednesday	January 22	January 27	January 26	January 25
	Final day to remove incompletes from fall semester	Wednesday	February 5	February 10	February 9	February 8
	Final day for withdrawal - Due 5:00 P.M.	Friday	February 28	March 5	March 4	March 3
	Spring Break - HOLIDAY	Monday-Friday	March 9-13	March 14-18	March 13-17	March 12-16
	Academic Interregnum - No Classes	Tues. - Wed.	March 31-April 1	March 23-24	March 29-30	March 28-29
	Good Friday - HOLIDAY	Friday	April 10	April 2	April 15	April 7
	Recitals/Capstone Presentations	Thursday	April 23	April 28	April 27	April 26
	Last Day of Classes	Monday	April 27	May 2	May 1	April 30
	Final Examinations	Tues.-Fri.	April 28-May 1	May 3-6	May 2-5	May 1-4
	Senior Celebration	Friday	May 1	May 6	May 5	May 4
	Commencement	Saturday	May 2	May 7	May 6	May 5
	Summer Break Begins					
	Spring semester grades due to registrar	Wednesday	May 6	May 11	May 10	May 9
	Avodah Immersion	Mon. - Wed.	May 11-27	May 16-June 1	May 15-May 31	May 14-May 30
	Final day to remove incompletes from spring semester	Wednesday	July 1	July 6	July 5	July 4

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, 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.

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 January 4, 2019, Providence took up residence in the Playhouse District of Pasadena, California. 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.

Set in the heart of Pasadena, the new decentralized campus spans the course of 4 city blocks. It features ample classroom space, a library, a sanctuary, administrative offices, and several dining options. However, the best resources available to Providence at the new campus are found in the surrounding area.

Since it is positioned less than a quarter mile from Pasadena City Hall and about 10 miles from downtown Los Angeles, the new 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.

WITHERSPOON HALL

Witherspoon Hall, formerly First Congregational Church, serves as the heart of the Providence campus as it provides a sanctuary for Chapel, administrative and faculty offices, library space, classroom space, practice rooms and a study area for students of Providence Christian College. Students and faculty meet on the first and second floors. Wired and wireless internet access is available campus wide, including all classrooms.

Additional classrooms are located at the New School of Cooking located three blocks south of Witherspoon Hall.

PROVIDENCE VILLAGE

One block north of Witherspoon Hall, resident students live in newly renovated apartments. Students eat their meals at several locations in the area, including Ambrose Café, Simply Gourmet Plus (a.k.a. Fuller Refectory), and the New School of Cooking where they are able to use their college meal dollars.

TEN BOOM LIBRARY

The Ten Boom 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 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. The reference room and circulation desk can be found on the second floor of Witherspoon Hall, while the stacks can be found in the basement of Witherspoon Hall.

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 second floor of Witherspoon 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 second floor of Witherspoon 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 & research papers
- paper review feedback
- creating presentations

- resumes, job & graduate school applications

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.

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 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** **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** **\$100.00 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 completed online Providence Christian College application for admission form (available at 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, SAT, or CLT 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.

Testing Information

Prospective first-year students are advised to take the American College Test (ACT), Scholastic Aptitude Test (SAT), or the Classical Learning Test (CLT) 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. Register online for the SAT at www.collegeboard.com. The Classic Learning Test (CLT) offers an alternative to the SAT and ACT and is also acceptable for admission to Providence. More information and registration can be found at www.cltexam.com.

Admission into the College

Permission to matriculate as students at Providence Christian College is granted to applicants who provide evidence of those qualities of mind and purpose that are required for a liberal arts college education, and whose personal qualifications provide assurance that they will be responsible and contributing members of a college community committed to the lordship of Jesus Christ. Qualities of mind are demonstrated by the breadth and quality of high school preparation. Among considerations that help determine purpose and dedication are the application questions 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 ACT & SAT Test Scores Needed for Regular Admission						
ACT	ACT	ACT		SAT	SAT	SAT
English	Math	Composite*	or	Critical Reading	Math	Composite*
18	18	19		500	500	1000

*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.

Minimum Classical Learning Test (CLT) Test Scores Needed for Regular Admission			
Verbal Reasoning	Grammar/Writing	Quantitative Reasoning	Composite
20	20	20	64

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.

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, SAT or CLT 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 12 months in advance of their target start date. 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 InCRED or a member of NACES)
6. Official transcripts from any and all college(s) attended. (If not in English, evaluated and translated by InCRED or 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)

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 Admissions Department at Providence for more details and for more information on additional requirements.

Enrollment Deposit

An enrollment deposit of \$100 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 15 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.

More 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.

The following two tables layout the accepted courses for AP (page 20) and CLEP exams (page 21). The course equivalency is also noted; this is what the course transfers into Providence as if the minimum score is met. Courses with an asterisk (*) are classes in the CORE Liberal Studies Curriculum.

Advanced Placement Exams	Minimum Score Required	Course Equivalencies
English Language & Composition	4	ENG 101*
English Language & Literature	4	ENG 210*
European History	4	Elective
United States History	4	Elective
World History	4	HUM 211*
Comparative Government & Politics	4	Elective
Human Geography	4	Elective
Microeconomics	4	ECO 211
Macroeconomics	4	ECO 212
Psychology	4	Elective
United States Government & Politics	4	Elective
Art History	4	MCA 201*
Music Theory	4	MUS 230/232/234
Studio Art: 2-D Design	4	Elective
Studio Art: 3-D Design	4	Elective
Studio Art: Drawing	4	Art 111
Calculus AB	3	Math Requirement*
Calculus BC	3	Math Requirement*
Computer Science A	3	Elective
Computer Science Principles	3	Elective
Statistics	3	MAT 243/Math Requirement*
Biology	3	Lab Science Requirement*
Chemistry	3	Lab Science Requirement*
Environmental Science	3	Lab Science Requirement*
Physics C: Electricity & Magnetism	3	Lab Science Requirement*
Physics C: Mechanics	3	Lab Science Requirement*
Physics 1: Algebra-Based	3	Elective
Physics 2: Algebra-Based	3	Elective
Chinese Language & Culture	3	Foreign Language Requirement*
French Language & Culture	3	Foreign Language Requirement*
German Language & Culture	3	Foreign Language Requirement*
Italian Language & Culture	3	Foreign Language Requirement*
Japanese Language & Culture	3	Foreign Language Requirement*
Spanish Language & Culture	3	Foreign Language Requirement*
Spanish Literature & Culture	3	Elective
Latin	3	Foreign Language Requirement*

CLEP Examinations	Minimum Score Accepted	Credit Hours	Course Equivalencies
College Composition	55	3	ENG 101*
English Literature	55	3	ENG 221
American Literature	55	3	ENG 211
Analyzing and Interpreting Literature	55	3	ENG 210*
Western Civilization I	55	3	HUM 211*
Western Civilization II	55	3	Elective
American Government	55	3	Elective
History of the U.S. I	55	3	Elective
History of the U.S. II	55	3	Elective
Human Growth & Development	55	3	PSY 201*
Introduction to Educational Psychology	55	3	PSY 202
Introduction to Psychology	55	3	Elective
Introduction to Sociology	55	3	Elective
Social Sciences & History	55	3	Elective
Information Systems & Computer Apps	55	3	Elective
Introduction to Business Law	55	3	Elective
Financial Accounting	55	3	BUS 201
Principles of Management	55	3	Elective
Principles of Microeconomics	55	3	ECO 211
Principles of Macroeconomics	55	3	ECO 212
Biology	55	4	Lab Science Requirement*
Chemistry	55	4	Lab Science Requirement*
Natural Sciences	55	4	Lab Science Requirement*
Calculus	55	4	Math Requirement*
Precalculus	55	4	Math Requirement*
College Algebra	55	3	Math Requirement*
College Mathematics	55	3	Math Requirement*
College French Language I	55	6	Foreign Language Req.*
College French Language II	63	9	Elective
College German Language I	55	6	Foreign Language Req.*
College German Language II	63	9	Elective
College Spanish Language I	55	6	Foreign Language Req.*
College Spanish Language II	63	9	Elective

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, particularly 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.

2019-2020 FINANCIAL INFORMATION

Tuition, Room, and Board

Full-time tuition ¹	\$15,498/semester \$30,996/year
Overload/Part-time tuition ²	\$1,292/credit hour

Audit fee³ (permission granted based on space available and instructor approval). Course fees must be paid.

Matriculated students	No charge
Non-matriculated student's	\$34/credit hour
Alumni student's	\$17/credit hour
	\$17/credit hour

*Effective Fall 2017, all graduates may take any courses, for credit, for one academic year following graduation.

Room and Board

Providence Village

Shared Apartment \$6,990/year \$3,495/semester

*Apartments vary from 2bd, 1bd and studio. Occupancy is at the discretion of the College

Meal Plan Options

FlexPlan - Full	\$3,500/year \$1,750/semester
FlexPlan - Half	\$1,750/year \$875/semester

*All students with less than 30 earned credit hours at the end of the previous semester are required to enroll in the FlexPlan Full meal plan. Students with 30 or more earned credit hours at the end of the previous semester may elect to enroll in the FlexPlan Half. Any student may request more than the standard amount of the FlexPlan in increments of \$250. Meal plan dollars expire at the end of each semester and are non-refundable.

¹All semester tuition monies are due and payable upon the date of registration.

²under 12 and over 18 credit hours per semester

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

Fees

Housing Security Deposit ¹	\$400/maintained at all times
Security Deposit ²	\$100/maintained at all times
Housing Reservation Deposit ³	\$250/annually
Orientation and Registration Fee ⁴	\$350/one-time*
Student Activity Fee (SAC) ⁵	\$200/semester
Student Services Fee (SS) ⁶	\$225/semester
Enrollment Deposit ⁷	\$100/all students
Student Medical Insurance ⁸	
Athletic Participation Fee ⁹	\$125/year
Course Fees ¹⁰	TBD per course

Nonrefundable Fees:

Individual Music Lessons (per credit hour) ¹¹	\$425
Graduation Fee ¹²	\$100/one-time
Books ¹³	
Additional Avodah Experiences (beyond two)	TBD for each
Late Registration Fee ¹⁴	\$50

Optional Student Fees:

Parking ¹⁵	\$280/semester or \$560/year
24 Hour Fitness Gym access	\$120/semester

¹Resident students must pay the required security deposit. 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.

²All students enrolled must pay a \$100 security deposit to be maintained for the duration of their time at Providence. The deposit will be refunded when the student terminates enrollment, providing that all fines (e.g. library, parking) have been paid and the student account is in good standing.

³All returning students who wish to reserve on-campus housing for the following year must submit a \$250 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 1st. A \$25 late fee applies for deposits received after June 1.

⁴The new student orientation fee is a one-time fee to help cover the cost for the student orientation activities.

⁵Students who come in after the fall semester will be charged a prorated of \$150.

⁵The 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.

⁶The 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. Student fees charged accordingly, for-credit or audit: \$0<1 credit, 50% of SAC and SS if >1 or =6 credits, 100% of SAC and SS if >6 credits

⁷The enrollment deposit serves as a confirmation of a student's plan to enroll and is applied toward charges on the students account for the coming semester. Deposits are due by May 1 for the fall and November 1 for the spring, and within 10 days of acceptance for students accepted after the deposit due dates. Deposits are only refundable if a request is made in writing to the business office prior to the due date.

⁸All full time students are required to have personal medical insurance coverage and will show proof of coverage at the beginning of each semester during registration.

⁹All student athletes will be charged this annual fee at the first semester enrolled each year.

¹⁰Some courses, e.g. labs, may have additional fees associated with them in addition to normal tuition charges. Fees will be listed on Populi for each course as applicable

¹¹Individual music lessons may be offered each semester. The following are estimated costs and will be determined on an individual basis. 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 (>18 units), tuition is charged plus the lesson fee.

¹²This fee is mandatory regardless of whether he/she intends to participate in the commencement activities. An Intent to Graduate form must be cleared by the first of the month prior to graduation or commencement, whichever comes first.

¹³Students may purchase text books and other supporting materials online through various outside sources. A booklist of required course texts for each course, including tips for book buying, is available on Populi.

¹⁴Students who do not register online by the deadline set by the Registrar will be charged a late fee.

¹⁵Parking is at a premium and only available at the discretion of the college. Parking provided by Providence is not available to resident students who have not earned at least 30 credits by the end of their previous semester.

Deposits

Enrollment Deposit – All Students ¹	\$100
Security Deposit – All Students ²	\$100
Housing Security Deposit – Residence Hall ³	\$400
Housing Reservation Deposit ⁴	\$250

¹ 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.

² 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.

³ 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.

⁴ All returning students who wish to reserve on-campus housing for the following year must submit a \$250 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 1st. 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.

Cost of Attendance

Financial Aid eligibility considers both direct costs (tuition, fees, on-campus room and board) and indirect costs (books and supplies, transportation and miscellaneous personal items). Those combined expenses equal the student's Cost of Attendance (COA). Tuition, Room & Board, and fees are listed above. Books and supplies can range from \$1,000 to \$1,500 depending on the course taken, transportation ranges from \$2,093, and miscellaneous personal items can range from \$2,0385 to \$3,884 depending on if a student lives on or off campus, with parents or without.

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 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.

Athletic Scholarship

Please note that the athletic scholarship takes into consideration academic, athletic, leadership, and other scholarship awards and, therefore, cannot be stacked with other scholarships. For more information specific to your scholarship, please contact the head coach of the sport for which you have been awarded.

Christian Leadership Scholarships

Scholarships are awarded to students who have demonstrated Christian Leadership in the following areas: Chorale, Drama, Ministry Service, Student Publications, Student Government, Chapel Leadership, Instrumental, and Piano/Keyboard.

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, citing what they have accomplished in that area. Awards from \$500-\$2,500 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 Select 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 received, Providence will award a renewable scholarship ranging from \$1,000-\$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 20% 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 may 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 \$652 – \$6195.

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. 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.

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 on the college website under the financial aid section. 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 monies 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.

Financial Aid Awarding Policies

The Financial Aid Office strives to award all applicants the maximum grant, scholarship, loan, and work-study aid for which they qualify. However, federal, state, and/or institutional guidelines may restrict the total amount or type of award a student may receive.

Institutional Aid is determined based on both merit and demonstrated need. Institutional aid is comprised of all scholarships and grants awarded by the college. The college reserves the right to change institutional financial aid should the status of a student change. Please be aware that any changes in federal aid, outside scholarships, number of credits taken per semester, or housing status may impact your financial aid eligibility. For example, if you change from on-campus to off-campus your estimated Cost Of Attendance (COA) will be reduced as the estimated COA for living off-campus is less than the estimated COA for living on-campus. In turn, your financial aid eligibility will be reduced. Depending on your aid eligibility, grants/scholarships, loans or work-study opportunities may be reduced. In nearly every case, if you are offered a Providence Grant or Scholarship that award will be adjusted.

Aid will be stacked in the following order (unless otherwise stated):

- Federal Grants
- State Grants
- Outside Aid (depending on what the scholarship/award is designated to help cover)
- Institutional Aid, in the following order:
 - Athletic Scholarship
 - Early Application Scholarship
 - Academic Merit Scholarship
 - Reformed, Christian School or Homeschool Scholarship
 - Christian Leadership Scholarship or Multicultural Scholarship
 - Christian Ministry Grant
 - Travel Grant
 - Sibling Grant
 - Canadian Exchange Rate Grant Direct Subsidized Student Loan
- Direct Unsubsidized Student Loan
- PLUS Loan – Parent
- Alternative Loan

Step 1 – Cost of Attendance

Financial aid cannot stack above Cost of Attendance (COA.)

Step 2 – Institutional Aid

Providence scholarships and grants cannot stack above tuition.

Student Complaint Process

An individual 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 or <http://www.bppe.ca.gov> or telephone: (916) 431-6924, fax: (916) 263-1897

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 12 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, 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 included 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.

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 7th 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.

OFFICIAL WITHDRAWAL

Complete official withdrawal from Providence during the semester is permitted only if a course has not already been completed and the withdrawal occurs prior to the date designated on the college calendar as the last day to withdraw. If the withdrawal occurs after the official withdrawal date, a grade will be given for the course.

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 all courses will result in an unofficial withdrawal and 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.

UNOFFICIAL WITHDRAWAL

An unofficial withdrawal is a student who does not successfully complete any of their courses (receives all F grades or I grades), ceased 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. To unofficially withdraw is to completely withdraw from the College without following the published withdrawal policy.

For the purpose of determining whether a student has unofficially withdrawn, when a student leaves the College without notice, attendance records will be consulted to determine the last date of academically related activity. Any student who has ceased attending at least 5 consecutive instructional days for a class that meets more than once per week or 2 consecutive instructional days for class that meets once per week, prior to the 60% point of the academic term, will be deemed to have unofficially withdrawn from such courses. Instructors will inform the Director of Academic Student Success after a student has 3 consecutive and unexcused absences to reach out to the student to determine whether or not the student intends to remain enrolled at the college. If it is determined that a student does not intend to remain enrolled and the student cannot or will not complete the official withdrawal form and process, the institution will generate an unofficial withdrawal on behalf of the student.

REFUNDS FOR WITHDRAWAL

The last day of attendance entered by the instructor(s) will be considered the withdrawn date and will be used for performing the R2T4 calculations. 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 (such as room, board, and fees) 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. A student who is determined to have unofficially withdrawn 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 used by software received from the Department of Education.

Return of Title IV Funds Policy (R2T4)

In accordance with Federal regulation 34CFR, section 668.22(a) of the Reauthorization of the Higher Education Act of 1965, students receiving Title IV funds (federal financial aid) who withdraw from or stop attending all courses may be required to return a portion of the Title IV funds they received. Title IV funds include all federal grants and loans. Students begin to earn Title IV funds beginning on the first day of each course enrolled. Students who are eligible for Title IV funds are awarded under the assumption that the student will attend school for the entire term, payment period, or period of enrollment. All Title IV funds “earned” by a student are in direct proportion to the length of time he/she remains enrolled.

All students receiving Title IV funds, who completely withdraw or cease attendance in their courses and earn a grade of F or I for all courses enrolled for the term, payment period, or enrollment period will be subject to a R2T4 calculation. The R2T4 calculation is based on the last reported date of attendance by the instructor or student-initiated withdrawal date. Once the R2T4 calculation is complete, the student may owe unearned federal aid to Providence Christian College or the federal government.

Determination of Withdrawal Date

ATTENDANCE

Providence Christian College is not required to take attendance by the State of California or the Western Association of Colleges and Schools after the official census date for the course. However, federal regulations require that students attend courses on campus or participate in an academically related activity prior to the census date. Academic attendance will be verified by official course rosters submitted by instructors within 4 business days of the census date of each course enrolled.

NON-ATTENDANCE

If the student is reported by an instructor for “non-attendance” prior to the official census date, financial aid for the course(s) will be removed from the student’s account. The student’s date of withdrawal will be backdated to the day before the course(s) started and charges for the course(s) will be removed from the student’s account. If there is a balance left on a student’s account, it will be the responsibility of the student to pay the balance through Providence Christian College’s Business Office.

LEAVE OF ABSENCE

Students may request to take a leave of absence for one semester as per the Department of Education policy which states that the “Leave of Absence, together with any additional leaves of absence, must not exceed a total of 180 days in a 12-month period.” Students must keep this in mind when requesting a leave of absence as after the 180 day mark is reached the student is considered withdrawn for financial aid purposes. 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.

If a student is approved for a leave of absence during the academic year, it is the student's responsibility to meet with the financial aid office to adjust aid appropriately. The financial aid office will complete any return calculations if necessary. If the student has borrowed Federal Direct Loans, students will go into repayment after six months or less than half time enrollment, if they have not returned from their leave of absence. Failing to return from a leave of absence may adjust the student's repayment terms, including the expiration of the student's grace period. Students must complete their exit counseling at www.studentloans.gov upon ceasing attendance between terms.

WITHDRAWAL

For Title IV purposes, the last date of academic attendance is one of the following:

- The date the formal withdrawal process begins OR
- The date the student otherwise gives officials notice of intent to withdraw (e.g. letter, withdrawal form, in-person, or verbally) OR
- The last documented date of attendance in an academically-related activity (e.g. documented attendance in a course, lab, or submission of an assignment in an on-line course) OR
- In the event that a student is receiving Title IV aid at the time of his or her death, Providence Christian College will determine the official withdrawal date, no later than the date of death, and will calculate and return the unearned portion of funds to the appropriate federal programs. Any balance remaining on the student's account at Providence Christian College will be covered by institutional funds.

Calculation and Determination of Federal Aid Earned

The student receiving Title IV funds is required to complete a minimum number of hours for which aid was received. Although aid is posted to the student's account at the census date of each payment period, the funds are earned as the payment period is completed. If the student completely withdraws from school during the payment period, withdraws from all courses that are eligible for Title IV funds, but remains in courses which are not paid by Title IV funds, or quits attending, but fails to officially withdraw, the student may be required to return the unearned part of the funds which were received during the payment period. Liability for return of Federal Title IV funds will be determined according to the following guidelines:

1. If the student remains enrolled and attends courses for more than 60% of the payment period in which aid is received, all federal aid is considered earned and not subject to this policy.
2. If the student completely withdraws from all Title IV eligible courses before completing more than 60% of the semester, a pro-rated portion of the federal aid received must be returned to the federal aid programs equal to the percentage of the semester remaining.
3. If all eligible aid was not already disbursed to the student before the student withdrew, the earned portion of aid will be paid to the student as a post-withdrawal disbursement within 30 days of the Date of Determination the student has withdrawn.
4. If the student does not officially withdraw from courses, and stops attending all courses, a pro-rated portion of the federal aid received, based on the documented last date of attendance, must be returned to the federal aid programs. If the college is unable to document the last date of attendance, the mid-point date will be used to determine the portion of aid which should be

returned. Funds will be returned to the Dept. of Education within 45 days and all reporting to NSLDS will be done within 30 days.

EXAMPLE OF A FEDERAL R2T4 CALCULATION

A student withdraws on the 48th day of class of a 114 day semester. The total institutional charges (tuition, fees, housing, meals, etc.) equals \$6602 (48 days charged). The student was awarded and received the following federal aid:

- Pell Grant \$3048
- FSEOG \$175
- Sub Loan \$1732
- Unsub Loan \$2969
- Total Federal aid awarded \$7924

Per the R2T4 policy, the student “earned” 48/114 or 42.10% (48 days completed of 114 days of the semester) of the federal financial aid, \$3336 requiring the remainder of the “unearned” aid, \$4588 to be returned to the federal aid programs. Under the policy, \$1619 would be returned to the Sub Direct loan program and \$2969 to the Unsub Direct loan program.

Return of Unearned Federal Aid

Once the school has completed an R2T4 calculation, any unearned aid must be returned to the federal government and the student will owe the funds back to Providence Christian College. Funds will be returned in the following order:

1. Federal Unsubsidized Direct Stafford Loan
2. Federal Subsidized Direct Stafford Loan
3. Federal Direct Parent Loan for Undergraduate students (PLUS)
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Cal Grant Funds

Pre-Census Withdrawal

If the student withdraws after the first day of class, but before census date of the course(s) enrolled during the payment period, the student will have the option to accept or decline any Title IV funds. The student will be given 14 days from the time notified of the R2T4 calculation in order to accept or decline the Title IV funds. If the student does not acknowledge their decision in writing, the Title IV funds will be posted to the student’s account towards any balance owed and the following will take place:

1. The “earned” Title IV funds will be posted to the student’s account;
2. Student will be placed on automatic suspension;
3. Student will be reported to the U.S. Department of Education via the National Student Loan Data System (NSLDS) as an overpayment for resolution of the debt;
4. A hold will be placed on all Providence Christian College records until the debt is resolved;
5. Students will not be eligible for Title IV funds at any institution until the overpayment is resolved.

If the student decides to decline the Title IV funds in writing, the following will take place:

1. All Title IV funds will be removed from the student’s account;

2. The student will be responsible to pay the full balance owed to the cashier's office;
3. The student will NOT be placed on suspension;
4. A hold will be placed on all Providence Christian College records until the debt is resolved.

Post-Census Withdrawal

Once the student withdraws after the census date of the course(s) enrolled during the payment period, the student will have "earned" a portion of their eligible Title IV funds. The Title IV funds will be posted to the student's account towards any balance owed and the following will take place:

1. The "earned" Title IV funds will be posted to the student's account;
2. Student will be placed on automatic suspension;
3. Student will be reported to the U.S. Department of Education via the National Student Loan Data System (NSLDS) as an overpayment for resolution of the debt;
4. A hold will be placed on all Providence Christian College records until the debt is resolved;
5. Students will not be eligible for Title IV funds at any institution until the overpayment is resolved.

Post-Withdrawal Disbursement

If the student has received less Title IV funds than the amount "earned", the College must offer a disbursement of the "earned" aid that was not disbursed to the student.

Post-withdrawal disbursements are to be made as soon as possible, but no later than 45 days for grants and no later than 180 days for loans. Whenever possible, post-withdrawal disbursements for loans are made within two weeks of the deadline established for the student to accept or decline the loan portion of a post-withdrawal disbursement. If the student fails to respond within the 14-day deadline, funds will automatically be returned to the school.

Institutional Responsibilities under the R2T4 Policy

Providence Christian College is required to return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after the date of determination of the student withdrew. The institution's responsibilities under the R2T4 policy are to:

1. Provide students with the information about the R2T4 Policy;
2. Identify students who will be affected by this policy;
3. Complete R2T4 calculations on students who have been identified;
4. Inform students of the result of the R2T4 calculation within 45 days from the date of determination;
5. Remove all unearned funds from student's account;
6. Return any unearned funds to the applicable Title IV program(s);
7. Notify the National Student Loan Data System (NSLDS) of the student's withdrawal date;
8. Student will be referred to the Department of Education for resolution of the debt;
9. A hold will be placed on all Providence Christian College records until the debt is resolved;
10. Students will not be eligible for Title IV funds at any institution until the overpayment is resolved;
11. Notify the student (or parent, as applicable) of eligibility for a post-withdrawal disbursement, if any.

Student Responsibilities under the R2T4 Policy

Student responsibilities under the R2T4 policy are to:

1. Review and understand the R2T4 policy. Students must also understand how withdrawing from courses affects eligibility for Title IV funds.
2. Adhere to the College's withdrawal policy and promptly notify the institution of intention to separate.
3. Pay any outstanding debt at Providence Christian College. Debts from a Return to Title IV calculation must be paid in full to the Business Office and the hold will then be removed.
4. Contact the Financial Aid Office in order to update NSLDS that the overpayment has been resolved.

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 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 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 biblical admonition (Matthew 5 and 18) and going 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." Thus, 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." This leads us to the second principle: our actions must be beneficial or constructive to our faith and to others.

The third principle in Christian liberty deals with Paul's admonition in I Corinthians 10:31-32: "Do not cause anyone to stumble," illustrating how our actions affect fellow believers; therefore, we are commanded 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 upheld and applied by 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.

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 Etiquette and 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:

- ***The 4-H Rule*** – During chapel, class time, and related academic events on the Providence campus, no hats, hoods, unauthorized use of handheld electronics, or headphones are allowed. Students in violation of the 4-H rule will be counted as absent and not receive credit for any assignments due the day of the violation. Upon multiple infractions, the professor will report the matter to Student Life for further sanctioning.
- ***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 sets 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.

Credit Hours

- One credit hour represents 50 minutes of lecture combined with the general expectation of two hours of preparation per week throughout one semester of 15 weeks.
- Three credit hours of laboratory (e.g. in Biology) or its equivalent (e.g. studio work, performance rehearsal, etc.) will be considered equivalent to one credit hour of lecture.

- Two credit hours of activity (e.g. in Health and Physical Education) will be considered equivalent to one credit of lecture.
- Courses offered in a term for less than 15 weeks will contain the same contact hours, preparation time, content, and requirements as the same course offered over a 15 week semester.
- Internships/fieldwork require 50 hours per credit hour, the majority of which is onsite/service but also includes directly related work such as assigned reading and writing, projects, etc.
- Directed study (a regular course taught as an independent study) requires all syllabus requirements for the regular class, 1-1.5 hours meeting, and additional reading/reflection paper assignments/project (intended to take about 15-25 hours of research time).
- Exceptions to policy must be considered and approved by the Academic Concerns Committee. Such exceptions have been made for courses (e.g. ART 111) which are comprised of both lecture and studio work.

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 15 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:

Freshman	0 – 29 credits
Sophomore	30 – 60 credits
Junior	61 – 91 credits
Senior	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. Students who need additional support to meet the necessary standards are required to do additional work through the Academic Resource Center and the Writing Center. The need for these additional services is determined through review of student records and testing done at the beginning of ENG 101 and MAT 201.
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.

Course Levels

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.

100-level course designation: These courses have no prerequisites. They may be survey courses, courses defining basic concepts, or courses presenting the terminology of a discipline.

Assumptions and Expectations:

1. Students possess reading skills sufficient to comprehend college-level material in textbook and monograph form. Students will receive instruction in the reading skills needed in each discipline. Professors should not only consider the quantitative demands of class reading but also qualitative factors of text complexity such as levels of meaning and purpose, structure, language conventionality and clarity, and knowledge demands.
2. Students possess writing ability sufficient to compose definitions, paragraphs, or essays where appropriate. Students are being instructed in a planned program of college-level writing throughout the first year in all courses. Professors are instructing students in discipline-specific writing expectations, as well as introducing and supporting the required math and science skills.
3. While written essays are a possible means of assessment and evaluation with the course, page length for 100 level courses should be kept to 3-5 pages. Multiple means of assessment are highly encouraged so that students develop multiple ways of demonstrating proficiency.-
4. Students needing remedial support will be given additional services through the Academic Resource Center. Professors should refer students to the Academic Resource Center (ARC) as soon as they become aware of the need.

200-level course designation: These courses provide students with their first significant introduction, beyond terminology and rudimentary ideas, to various disciplines. Students will continue to develop reading and writing skills related to the field, as well as being introduced to the required math and science skills.

Assumptions and Expectations:

1. Students will have completed, *or are taking concurrently*, college composition (ENG 101-102) or the equivalent

2. Students possess general skills such as basic content level reading, appropriate quantitative skills, and adequate degrees of fluency in writing and articulateness in expression
3. Students will become acquainted with the basic language, terminology, or methodology of the subject itself.
4. Students are, in each subject, at a stage of understanding where they can, with appropriate scaffolding, form conclusions, develop experiments, and/or explorations.
5. Students will develop the skills necessary in specific disciplines that includes engaging with materials at an entry-level in the discipline, as well as interdisciplinary explorations that broaden critical thinking skills. Papers assigned as assessment at this level are generally held to 5-8 pages.

300-level course designation: Courses of advanced difficulty taken by upper-division students. These are often considered to be courses in the concentration offered for students clearly interested and qualified in a subject.

Assumptions and Expectations:

1. Students are at ease and comfortable with the terminology and basic concepts in the field; they have acquired adequate general knowledge in the area to pursue some study in-depth with instruction in the proper methodological tools.
2. Students have the ability to do research or to obtain relevant information in the field through the proper use of libraries and digital resources.
3. Students are fluent in the language of the field so as to read and analyze relevant information.
4. Students are able to combine the results of the research or reading into cohesive arguments.
5. Students are able to produce substantial work such as a paper of "term-paper" length, or a creative or experimental project. Papers are generally held to 9-15 pages.
6. Significant, authentic internships or field related assignments in the discipline of study are highly encouraged.

400-level course designation: Advanced upper-division courses, seminars, practicums, or internships for upper division students.

Assumptions and Expectations

1. Students have completed a substantial amount of work on the 300 level and/or are concurrently taking 300 level classes.
2. Students have the capacity to work independently under the guidance or supervision of an instructor.
3. Students complete a research project or paper. While the 'capstone' project/paper is expected to be 20 -25 pages in length, other courses would generally be in the 15-20 page range.
4. Significant, authentic internships in the field are highly encouraged.

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 Vice President of Academic Affairs 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.

Disability Accommodations

Accommodations for diagnosed medical and academic disabilities are available to students through the Academic Resource Center. Students who are qualified to receive accommodations should provide documentation of their needs to the Director of the Academic Resource Center (ARC). An accommodation plan will be developed that is appropriate to the needs of the student.

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 concentration coordinator, the Registrar, or any other authorities who the decision may relate to. Many times academic decisions involve personal issues as well. Therefore, the parties involved should also follow the college grievance procedure found in this catalog and The Student Handbook.

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

1. The Registrar should be notified of an appeal in written form. The Registrar will determine the legitimacy of the appeal and ensure that the preliminary steps listed above were followed. If warranted, the appeal will be brought before the Student Affairs 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 Student Affairs Committee will review the written appeal and advise the Vice President of Academic Affairs, who makes the final decision and informs the student.
5. All decisions of the Vice President of Academic Affairs 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. Only credits taken at Providence are considered eligible for the Dean's List.

Grading System

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

Grade	Percentage	Interpretation	Points toward GPA
A	93-100	Excellent Good	4.00
A-	90-92		3.67
B+	87-89		3.33
B	83-86		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

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 support through the Academic Resource Center. If a student chooses to audit a class for no-credit, that will be reflected on a transcript.

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 within 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 for one semester as per the Department of Education policy which states that the "Leave of Absence, together with any additional leaves of absence, must not exceed a total of 180 days in a 12-month period." Students must keep this in mind when requesting a leave of absence as after the 180 day mark is reached, the student is considered withdrawn for financial aid purposes.

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.

If a student is approved for a leave of absence during the academic year, it is the student's responsibility to meet with the financial aid office to adjust aid appropriately. The financial aid office will complete any return calculations if necessary. If the student has borrowed Federal Direct Loans, students will go into repayment after six months or less than half time enrollment, if they have not returned from their leave of absence. Failing to return from a leave of absence may adjust the student's repayment terms, including the expiration of the student's grace period. Students must complete their exit counseling at www.studentloans.gov upon ceasing attendance between terms.

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 7th 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 contact the director of the Academic Resource Center (ARC) within the first two weeks of the semester and follow ARC recommendations
3. Attend all required class sessions; in cases of illness or emergency, documentation should be provided for the student's professor and adviser.
4. May not be eligible for participation in extracurricular activities
5. May have his or her scholarship awards reevaluated according to the policies of the college.
6. May have his or her institutional financial assistance package reevaluated according to the policies of the college.
7. If applicable, may not be eligible to continue student employment. This employment will be evaluated on a case-by-case basis.
8. May not audit other courses

Students who fail to comply with these requirements may be placed on academic suspension immediately.

A student placed on academic probation may appeal to the Vice President of Academic Affairs 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 more than 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 Affairs, who will determine whether

existing policy provides an answer to the grievance. If not, the Vice President of Academic Affairs will refer the issue to an ad hoc committee of two faculty members, a student, and the Vice President of Academic 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 of the College.

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 one 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:

Graduating with honors	(<i>Cum Laude</i>) GPA of 3.500 to 3.699
Graduating with high honors	(<i>Magna Cum Laude</i>) GPA of 3.700 to 3.899
Graduating with highest honors	(<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 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. A \$5.00 fee will accompany all requests. Requests for a rush order or an international recipient will have an additional charge. See the Registrar’s Office website for more information.

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 college 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 College 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 College 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 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, (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.

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) Cross-Cultural Engagement 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 TM) 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

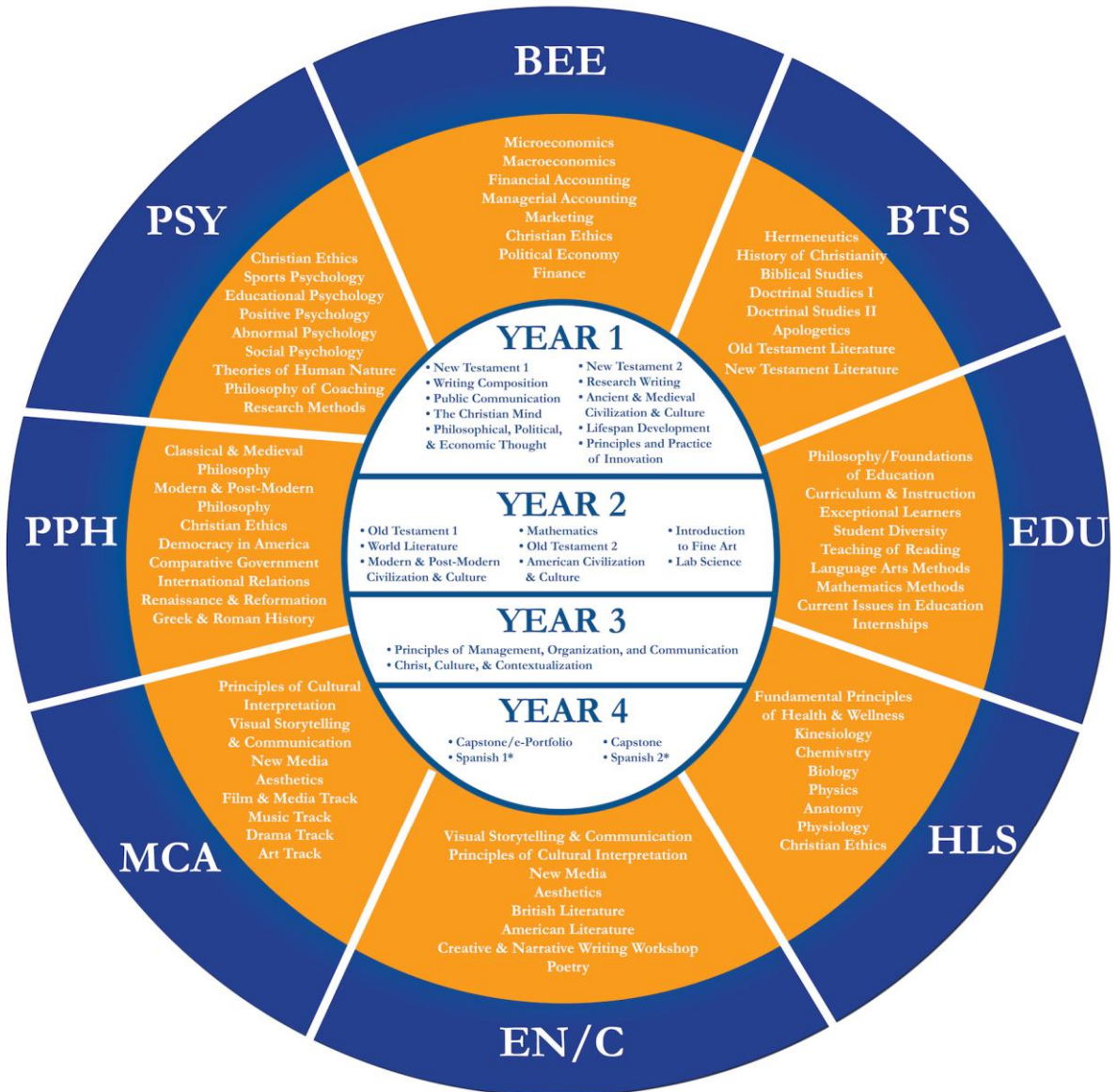
Graduation Requirements

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) Inter-societal or cross-societal injustice emanating from man's fallen nature; c) Comparative world cultures; d) Cross-cultural theory or practice (i.e. Cross-cultural Communication). A student can typically fulfill this requirement by enrolling in "Christ, Culture, and Contextualization."
- **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



Course #	Core Liberal Studies Curriculum List	Units
BTS 101	New Testament I	3
BTS 102	New Testament II	3
BTS 201	Old Testament I	3
BTS 202	Old Testament II	3
COM 101	Introduction to Public Communication	3
ENG 101	Composition I: Writing and Research	3
ENG 102	Composition II: Research, Rhetoric, and Information Literacy	3
ENG 210	World Literature	3
ENT 201	Principles and Practice of Innovation	3
BUS 305	Principles of Management, Communication, and Organization	3
HUM 110	Philosophical, Political, and Economic Thought	3
HUM 211	Classical and Medieval Civilization and Culture	3
HUM 212	Modern and Post-Modern Civilization and Culture	3
HUM 313	American Civilization and Culture	3
HPE 101-116	Complete one HPE course	1
HPE 101-116	Complete a different HPE course	1
LBS 101	The Christian Mind	3
LBS 360	Christ, Culture, and Contextualization	3
MCA 201	Introduction to Fine Art	3
MAT 201/243	Mathematical Systems or Statistics	3
PSY 201	Psychology of Lifespan Development	3
LBS 499	Capstone: Career Development and e-Portfolio	3
Concentration Capstone (499)	Capstone: Paper/Project and Presentation	3
Avodah Requirement	Credits accrued through Avodah Excursions and Immersions. See next page for more information.	3
Lab Science Requirement	Science class and lab	4
Foreign Language Requirement*	*May be satisfied by completing two years of the same foreign language in high school with a grade of C or higher.	0-8
	Total Credits	72-80

Course maps are provided to help students in planning. Students are strongly encouraged to take the courses in the order recommended. Your personal plan may vary according to scheduling and availability.

Core Liberal Studies Curriculum Map	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>The Christian Mind</i>
Intro to Public Communication (Year 1 or 2)	Lifespan Development (Year 1 or 2)
Math (Year 1, 2, 3, or 4)	Lab Science (Year 1, 2, 3, or 4)
HPE (Year 1, 2, 3, or 4)	HPE (Year 1, 2, 3, or 4)
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical/Medieval Civilization and Culture</i>	<i>Modern/ Post-Modern Civilization and Culture</i>
Intro to Public Communication (Year 1 or 2)	Lifespan Development (Year 1 or 2)
Math (Year 1, 2, 3, or 4)	Lab Science (Year 1, 2, 3, or 4)
HPE (Year 1, 2, 3, or 4)	HPE (Year 1, 2, 3, or 4)
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
Math (Year 1, 2, 3, or 4)	Lab Science (Year 1, 2, 3, or 4)
HPE (Year 1, 2, 3, or 4)	HPE (Year 1, 2, 3, or 4)
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Math (Year 1, 2, 3, or 4)	Lab Science (Year 1, 2, 3, or 4)
HPE (Year 1, 2, 3, or 4)	HPE (Year 1, 2, 3, or 4)

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Areas of Concentration

Providence Christian College offers concentrations in the following areas for 2018-2019:

- Biblical and Theological Studies (Biblical Languages option)
- Business, Economics, and Entrepreneurship
- Education
- English and Communications
- Health and Life Sciences
- Media, Culture, and the Arts (Music, Art, Drama, Film/Media tracks)
- Politics, Philosophy, and History
- Psychology (General Psychology and Sports Psychology tracks)

Descriptions of these areas of concentration can be found in the Academic Catalog beginning on page 62 in the Academic Concentrations section.

Capstone Courses

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration. Faculty members will determine the components of these courses including goals, objectives, and methods of assessment appropriate for the particular concentration.

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 trips designed to understand 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 students opportunities to participate in extended cross-cultural immersion experiences (1-3 weeks). These trips occur primarily during May term.

All traditional students are required to complete three Avodah Experiences credits as a part of their Core requirements. Each Avodah Excursion is worth ¼ 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 Experiential Learning 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.

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/

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/

Through Dordt College

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

ROME EXPERIENCE
SEMESTER IN SCOTLAND

Through The King's College

www.go.tkc.edu/NYCJ

JOURNALISM SEMESTER

Through Redeemer University College

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

2019-2020 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.
- No more than half of the courses in a Concentration may be transferred from another college.

Biblical and Theological Studies (BTS) – Biblical Languages (BL)

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 and Theology 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 introduction and pursue in-depth biblical study, as well as systematic and historical theological study, drawing in particular on the riches of the Reformed heritage and its encounter with other views. Students will typically begin their study in the concentration surveying the history of Christianity, and also learning the principles and history of biblical interpretation (Hermeneutics). Then they will have the opportunity for a close study of an Old Testament or New Testament corpus (Pentateuch or Pauline Literature), as well as a closer examination of historic and Reformed Christian doctrines (Doctrinal Studies I or II). Students will also study Apologetics, equipping them to defend the faith in today's world, with both intellectual rigor and interpersonal compassion. For their summative experience in the concentration, students will participate in three advanced seminars, engaging exciting areas of current scholarship in biblical and theological studies. Thus, throughout their four years, students will be equipped 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 prepares 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.

Pre-Seminary track: supplemental Biblical Languages training

For those contemplating seminary training, broad exposure to the liberal arts (in the Liberal Studies major) is ideal. Alongside that, the most important preparation is mastery of the biblical languages. The best seminary programs teach from the original Greek and Hebrew texts.

This language training provides a course of study in biblical Hebrew (the language of the Old Testament) and biblical Greek (the language of the New Testament). Students will learn to read and

exegete the Bible in these original languages, and thus be best equipped for graduate level biblical and theological studies.

Students may supplement a BTS concentration, or any other concentration in the Liberal Studies major, with this course of study. They take either 2 years of Greek (Beginning and Intermediate) and 1 year of Hebrew (Beginning), or 2 years of Hebrew (Beginning and Intermediate) and 1 year of Greek (Beginning).

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 and Theological Studies and Biblical Languages 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.

BTS Learning Outcomes:

After active participation and completion of this program, students will be able to:

1. Demonstrate a knowledge of the entire Bible (Old and New Testament Scriptures), including its diverse historical, cultural, and literary contexts.
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. Demonstrate 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 fairly evaluate alternative perspectives, sensitive to the role of presuppositional commitments.
4. Apply this teaching to our contemporary global context, relating it to the full range of current 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.
5. Communicate effectively both the process and conclusions of biblical and theological study, in both oral and written venues.

BL Learning Outcomes:

Students pursuing biblical languages will be 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, critically 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. Appropriate their knowledge of Hebrew and Greek for reading, studying, interpreting, and teaching the Bible to diverse audiences.
4. Apply insights gained in the text of the Hebrew Bible (Old Testament) and Greek New Testament to the contemporary global context and to their own personal lives and callings.

Concentration Course Requirements:

Biblical and Theological Studies (BTS) [Required 24 units: 15 units/5 courses from BTS Foundations; 9 units/3 courses selected from BTS Seminar Courses]		
Course #	BTS Foundations	Units
BTS 205	Hermeneutics	3
BTS 315	History of Christianity I OR	3
BTS 316	History of Christianity II	3
BTS 338	Biblical Studies I: Old Testament: Pentateuch OR	3
BTS 339	Biblical Studies II: New Testament: Pauline Literature	3
BTS 360	Doctrinal Studies I: God and Revelation OR	3
BTS 361	Doctrinal Studies II: Salvation and Church	3
BTS 342	Apologetics	3
	BTS Seminar Courses	
BTS 423	Psalms	3
BTS 425	Isaiah and Prophetic Literature	3
BTS 426	Apocalyptic Literature	3
BTS 432	Johannine Literature	3
BTS 434	Later NT Literature	3
BTS 464	Pneumatology	3
Additional Courses required for this concentration within the Liberal Studies Degree		
BTS 295	Biblical and Modern Israel [required for Israel Immersion Excursion]	3
LBS 499	Capstone: Career Development and e-Portfolio	3
BTS 499	Capstone: Paper/Project and Presentation	3

Biblical Languages (BL) Language training recommended for <u>Pre-Seminary students</u>: Includes one year of each language, plus a second year of one language (18 units/6 courses)		
GRK 101	Beginning Greek I	3
GRK 102	Beginning Greek II	3
GRK 205	Intermediate Greek I	3
GRK 206	Intermediate Greek II	3
HEB 101	Beginning Hebrew I	3
HEB 102	Beginning Hebrew II	3
HEB 201	Intermediate Hebrew I	3
HEB 201	Intermediate Hebrew II	3

Concentration Course Map:

Biblical and Theological Studies	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>Intro to Public Communication</i>
<i>Lifespan Development</i>	<i>The Christian Mind</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical/Medieval Civilization and Culture</i>	<i>Modern/Post-Modern Civilization and Culture</i>
<i>Math</i>	<i>Lab Science</i>
<i>HPE</i>	<i>HPE</i>
History of Christianity (I or II)	Hermeneutics
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
Biblical Studies (I or II)	Apologetics
Doctrinal Studies (I or II)	BTS Seminar course (e.g. Psalms)
Elective (alternative semesters in BTS Foundations optional)	Elective (alternative semesters in BTS Foundations optional)
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
BTS Seminar course (e.g. Pneumatology)	BTS Seminar course (e.g. Apocalyptic Lit.)
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Biblical Languages (not a concentration by itself)	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>Intro to Public Communication</i>
<i>Lifespan Development</i>	<i>The Christian Mind</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical/Medieval Civilization and Culture</i>	<i>Modern/Post-Modern Civilization and Culture</i>
<i>Math</i>	<i>Lab Science</i>
<i>HPE</i>	<i>HPE</i>
Main Concentration Course	Main Concentration Course
Beginning Greek or Hebrew I (first year of one language)	Beginning Greek or Hebrew II
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
Main Concentration Course	Main Concentration Course
Main Concentration Course	Main Concentration Course
Beginning Greek or Hebrew I (first year of second language)	Beginning Greek or Hebrew II
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Main Concentration Course	Main Concentration Course
Intermediate Greek or Hebrew I (second year of one language)	Intermediate Greek or Hebrew II
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Business, Economics, and Entrepreneurship (BEE)

Providence Christian College's Business, Economics, and Entrepreneurship (BE&E) concentration explores principles of business and economics in the dynamic environment of entrepreneurship. The BEE curriculum, in conjunction with the broader liberal arts education, prepares students to be creative and innovative problem-solvers. The information learned in this concentration is directly tied to fulfilling the gospel's cultural mandate (Gen 1:26), while at the same time identifying how a vocation in business relates to Christ's work of "making all things new" (Rev. 21:5).

The BEE concentration begins in the first year by laying the essential groundwork for critical thinking with a core focused upon economics, mathematics, philosophy, political theory, religion, and Western Civilization. Additional courses on composition and presentation require students to not only learn material but communicate information cogently and persuasively—essential skills in business. BE&E majors are also introduced to entrepreneurial thinking that shapes the concentration in enrolling their first year in "Principles and Practice of Innovation."

Second-year students complete additional studies in the liberal arts core while enrolling in Microeconomics & Macroeconomics in the Fall and Spring semesters, and also having the option to advance to the study of Financial & Managerial Accounting in their second or third year of study.

Upper-class BEE students enroll in classes on Marketing, Christian Ethics, Finance and Political Economy. Electives and other core course requirements round out a student's academic preparation, before their program culminates in their participation in the BEE program: the "Capstone Launch."

The fourth-year "Capstone Launch" helps prepare students for entering the world of business by encouraging them to conceive and apply entrepreneurial ideas to real-world opportunities and challenges they will encounter in the marketplace. The goal of the Capstone Launch is that students employ all of the elements of their Providence Christian education in an applied and experiential setting.

Leadership in business requires agility to act wisely within the moment, while never losing sight of the long view. By grounding the study of business in religion, history, philosophy, politics, and economics, Providence seeks to put students on the path to this kind of balanced insight. We prepare our graduates to be innovators and leaders within an interconnected, dynamic economy, able to work expertly, confidently, and ethically at every stage of their career.

Mission Statement:

The mission of the Business, Economics, and Entrepreneurship (BEE) concentration at Providence Christian College is to develop lifelong learners that can think critically, communicate effectively, and operate a business or businesses innovatively within a biblical framework in the marketplace.

Concentration Learning Outcomes:

After active participation and completion of this program, students will be able to:

1. Demonstrate a significant understanding of the fundamental concepts of accounting, economics, management science, management and organizational behavior, and marketing through the lens of entrepreneurship.
2. Evaluate business problems from the perspective of multiple business disciplines and then formulate, communicate, and defend recommendations to decision-makers based on those evaluations.
3. Produce clearly written, concise analyses, and deliver clear, well organized, persuasive oral presentations.

4. Work more effectively with others by:
 - a. understanding and recognizing the importance of diversity or inclusion.
 - b. understanding one's own unique cultural background and the backgrounds of other students and faculty members
 - c. developing effective interpersonal interactions.
 - d. developing effective group interactions.
5. Articulate a Christian and Reformed perspective on business, economics, and entrepreneurship.

Concentration Course Requirements:

BEE Courses within the Liberal Studies Degree Core		
HUM 110	Philosophical, Political, and Economic Thought	3
ENT 201	Principles and Practice of Innovation	3
BUS 305	Principles of Management, Communication, and Organization	3
Course #	BEE Required Course Titles	Units
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3
BUS 201	Financial Accounting	3
BUS 202	Managerial Accounting	3
BUS 306	Marketing	3
PHL 340	Christian Ethics	3
BUS 425	Finance	3
ECO 411	Political Economy	3
Course #	BEE Elective Course Titles	Units
BUS 370	International Business	3
BUS 405	Strategic Management	3
BUS 406	Non-profit Management	3
ECO 413	Economic Development	
BEE Capstone Course Titles		
LBS 499	Capstone: Career Development & E-Portfolio	3
ENT 499	Capstone: Paper/Project and Presentation	3

Concentration Course Map:

Business, Economics, and Entrepreneurship	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>Intro to Public Communication</i>
<i>Lifespan Development</i>	<i>The Christian Mind</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical/Medieval Civilization and Culture</i>	<i>Modern/Post-Modern Civilization and Culture</i>
<i>Math</i>	<i>Lab Science</i>
<i>HPE</i>	<i>HPE</i>
Microeconomics	Macroeconomics
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
Financial Accounting	Managerial Accounting
Marketing	Christian Ethics
Elective	Elective
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Finance	Political Economy
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Education (EDU)

The Education concentration 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 teach in Christian, private, and state schools, church education programs, in overseas missions, and homeschool settings. Students will be trained to teach in a biblically faithful, kingdom-advancing, and God-glorifying manner.

The EDU concentration begins in the first year by laying the essential groundwork for critical thinking with a core focused upon economics, mathematics, philosophy, political theory, religion, and Western Civilization. Additional courses on composition and presentation require students to not only learn material but communicate information cogently and persuasively—essential foundational skills in education. Students are encouraged to take Philosophy and Foundations of Education (EDU 101) during the second semester of their freshman year in order to develop a distinctly Christian view of education and to explore the field in a way that allows them to answer the question: “Am I called to be a teacher?”

Second-year students complete additional studies in the liberal arts core while enrolling in Curriculum and Instruction and Current Issues in Education in the Fall and Spring semesters, as well as having the option to begin an internship in a classroom in a local school. Students may also begin classes in instructional methods.

Upper-class EDU students enroll in classes on Exceptional Learners, Student Diversity, Reading, Language, and Math Methods, while completing their internship requirements. Other core course requirements round out a student’s academic preparation, before their program culminates in their participation in the EDU Capstone.

The fourth-year students at Providence have the unique opportunity to do their Capstone in tandem with a 14 week student teaching opportunity *or* to do a traditional education capstone research project. Students who choose to student teach will also take additional methods classes in science, bible and social studies and will be eligible to apply for ACSI teaching certification, enabling them to teach in Christian schools in North America and all over the world. Any student wishing to be credentialed 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. The goal of the education concentration is to prepare students to carry out their calling to teach in any setting.

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:

After active participation and completion of this program, students will be able to:

1. Articulate a Christian and Reformed, biblical perspective on education.
2. Communicate a strong understanding of the history, philosophy, and psychology of education.
3. Identify professional and Christian solutions to current issues in education.
4. Think Christianly about student diversity and needs of individual learners in order to teach compassionately and effectively.

5. Integrate current education practice into instructional planning and delivery to create effective student learning outcomes.

Concentration Course Requirements:

The prescribed 24 units must be completed to receive an Educations concentration. Students may do an additional 15 units of student teaching and additional methods courses to also receive an ACSI certificate. Students wishing to teach at the secondary level must pass the CSET for their chosen field of instruction.

EDU Courses within the Liberal Studies Degree Core		Units
PSY 201	Lifespan Development	3
Course #	Education Required Course Titles	Units
EDU 101	Philosophy and Foundations of Education	3
EDU 199	Internship in Education I (50 hours)	1
EDU 299	Internship in Education II (50 hours)	1
EDU 399	Internship in Education III (50 hours)	1
EDU 300	Exceptional Learners	3
EDU 301	Curriculum and Instruction	3
EDU 303	Student Diversity	3
EDU 310	Teaching of Reading	3
EDU 324	Language Arts Methods	2
EDU 325	Mathematics Methods	1
EDU 330	Current Issues in Education	3
	Education Elective Course Titles	
EDU 450	Student Teaching (14 weeks, full-time)	12
EDU 322	Bible Methods	1
EDU 326	Science Methods	1
EDU 327	Social Studies Methods	1
Education Capstone Course Titles		
LBS 499	Capstone: Career Development and E-Portfolio	3
EDU 499	Capstone: Paper/Project and Presentation	3

Concentration Course Map:

Education	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>The Christian Mind</i>
<i>Lifespan Development</i>	Philosophy and Foundations of Education
Year Two – Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical/Medieval Civilization and Culture</i>	<i>Modern/Post-Modern Civilization and Culture</i>
<i>Math</i>	<i>Introduction to Public Communication</i>
Curriculum and Instruction	Teaching of Reading
Internship (fall or spring) or HPE	Internship (fall or spring) or HPE
Year Three – Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
Exceptional Learners	Student Diversity
Language Arts Methods & Math Methods	Bible, Social Studies, and Science Methods
Internship (1 credit)	Internship (1 credit)
Elective (Children’s Literature recommended)	Elective
Elective	Elective
Year Four – Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Current Issues in Education	<i>Lab Science</i>
Student Teaching (optional, fall or spring) or Elective	Student Teaching (optional, fall or spring) or Elective
Elective (if not student teaching)	Elective (if not student teaching)

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

English and Communications (ENC)

Providence Christian College's English and Communications (ENC) concentration explores the fundamental questions of human existence and experience, such as "Who are we?" "Why are we here?" and "How should we live?" through a specific engagement with the God given gifts of the written and spoken word from a holistic (heart, body, soul, mind) Christian perspective.

At Providence, we believe that all God created was created good, even the language He gave us to communicate with one another. Language is an incredible gift God gave to humankind; we're the only creatures of creation given it, which clearly illustrates that it is a special gift designed specifically for us.

However, though this great gift has been given to us, we know and confess that creation has fallen, and sin taints every aspect of our lives, language being no exception. We can see this expressed in all forms of communication, from the harsh and corrosive way individuals speak to one another on social media, the news, and even to each other privately, to the disturbing, and often times heartbreaking sinful and broken realities we might encounter in novels, poetry, and movies.

With this in mind, Providence teaches and believes that the Christian's responsibility is not to recoil from this brokenness but to recognize that these are real and honest truths of our sinful reality, while also understanding that, because language was created good and given to us as a gift, there is a way to actively engage with it in order to seek the truth, beauty, and goodness of creation, so that we might better learn how to love and serve both God and neighbor. Furthermore, as human beings made in God's image who abide by the Living Word, who is Christ, and the Revealed Word, the Scriptures (as shared in John 1), Christians have an even greater call and responsibility to a study of language, as God has chosen to reveal Himself to us through this gift of human language in His written Word.

Moreover, the revealed Word is also the greatest and grandest of stories, one which compels us to study its complexities for truth, wisdom, and understanding, to find both our place as Christians and God's place as our creator and Savior in this world. In the same way, language, literature, and communication can, at its foundational level, be understood as story, wherein, through study, we as humans can learn further about creation, ourselves, and our neighbors, in order to seek to love Christ and our neighbors as ourselves, both looking forward to and working toward the redemption of this fallen world.

With this understanding, students who choose to pursue studies in the English and Communications concentration at Providence will become immersed in this Creation, Fall, Redemption framework, studying the art of language, both literature and communications, to learn, analyze, practice, and implement the tools of great writers and communicators who came before them. E&C students will not simply study works of literature and language for the sake of their study, as can often be the case with many other programs, nor will they come to understand it as frivolous culture creation, as can often be part of certain Christian perspectives. Rather, students will be pushed to come to the joyful understanding that the spoken and written word are incredible creative and redeeming tools through which to share the painful realities of sin, but also the even more powerful and joyful realities of redemption in Christ, bringing truth, beauty, and goodness to the world, both believer and non-believer alike. This is an exceptional viewpoint for this study, which is further solidified by a strong foundation in a broad and deep liberal arts education. With this foundation, students will be equipped with the writing and communication skills necessary for Kingdom work in a myriad of fields, as well as receive a strong foundation for a graduate degree in language degrees, such as literature, communication, poetics, rhetoric and composition, creative writing, journalism, and more, where they might joyfully continue to seek wisdom, serving and loving their Lord and neighbor in their redemptive Kingdom calling.

During their first year, students will enroll in ENG 101 and ENG 102. ENG 101 is a composition course where students will explore the fundamentals of writing and learn to communicate their own ideas at a collegiate level. After students have explored these fundamentals, they will enroll in ENG 102 to take their skills a step further, learning to engage with outside sources in exploring their own views, introducing them to critical thinking and asking them to question their own assumptions and the assumptions of others. This is further supported by the vast liberal arts foundation students will receive in their first and second year, with a focus upon philosophy, political theory, religion, and Western Civilization courses.

Second-year students complete additional studies in the liberal arts core while enrolling in American and British Literatures, Visual Storytelling and Communication, and Principles of Cultural Interpretation. These courses are meant to give second year students an introductory foothold in the ENC concentration, helping them get a taste for which track they might like to take, while they still complete major requirements in the core.

Third-year students enroll in the final four required courses for the ENC concentration, New Media, Poetry, Aesthetics, and Creative and Narrative Writing Workshop, in addition to two ENC concentration electives, while finishing out their core liberal arts requirements. By the end of the first semester of the first year, students should have an idea about which of the three ENC tracks they would like to pursue: Literature and Poetics, Creative Writing, or Communications. Once students have decided upon a track, this will assist them with deciding which electives to take during their third and fourth year. In addition to these electives, students will round out their final degree requirements by completing the two semester capstone course, which will prepare them for future careers and future studies. Students also will have the option to spend a semester abroad during this year, completing their elective courses.

Mission Statement:

The mission of the English and Communications (ENC) concentration at Providence Christian College, in recognizing The Word as the creative origin of all life (John 1:1-5) is to equip students with college-level thinking and writing skills (writing), discipline-specific content knowledge, and familiarity with established critical approaches to literature (reading) so that they can become effective communicators who work and create in various mediums for the glory of God.

Concentration Learning Outcomes:

After active participation and completion of this program, students 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, incorporating a Reformed Christian worldview into thoughts, attitudes, and actions that diminish the power of egocentric and socio-centric tendencies.
3. Compose college-level analytical essays using rational structure (logos), accepted style and appropriate evidence (ethos), and sympathy for opposing points of view (pathos) that promotes reasoned and civil discourse in philosophical, political, and religious arenas.
4. Apply a Biblical perspective to literature to nurture wisdom and discernment: Assume an active role in facing and resolving community and global challenges in order to become proactive contributors in the redemption of creation.

5. Develop information literacy and critical literacy to navigate the media landscape, and analyze and create media messages and formats that fosters a conscientious engagement of a technological society that is historically, politically, and religiously diverse.

Concentration Course Requirements:

ENC Courses within the Liberal Studies Degree Core		
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
ENG 210	World Literature	3
Course #	ENC Required Course Titles	Units
COM 201	Visual Storytelling and Communication	3
MCA 301	Principles of Cultural Interpretation	3
MCA 320	New Media	3
PHL 311	Aesthetics	3
ENG 222	British Literature I	3
ENG 212	American Literature II	3
ENG 303	The Art of Poetry	3
ENG 371	Creative and Narrative Writing Workshop	3
Course #	ENC Elective Course Titles	Units
ENG 312	Children and Adolescence Literature (LP)	3
ENG 385-395	Special Topics/Single Author Studies (LP)	3
COM 241	Principles of Journalism (C)	3
ENG 321	Advanced Writing Workshop (CW) (C)	3
COM 375	Script Writing (CW)	3
COM 231	Mass Media and Society (C)	3
ENC Capstone Course Titles		
LBS 499	Capstone: Career Development & E-Portfolio	3
ENG/COM 499	Capstone: Paper/Project and Presentation	3

(LP) = Literature and Poetics Track; (CW) = Creative Writing Track; (C) = Communications Track

Concentration Course Map:

English and Communications	
Year One – Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>Intro to Public Communication</i>
<i>Lifespan Development</i>	<i>The Christian Mind</i>
Year Two – Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical and Medieval Civilization and Culture</i>	<i>Modern/Post-Modern Civilization and Culture</i>
HPE	HPE
American Literature II	British Literature I
Visual Storytelling and Communication	Principles of Cultural Interpretation
Year Three – Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
<i>Math</i>	<i>Lab Science</i>
New Media	Aesthetics
Poetry	Creative and Narrative Writing Workshop
Elective	Elective
Year Four – Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Elective	Elective
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Health and Life Sciences (HLS)

Providence Christian's Health and Life Science Concentration exists to prepare students interested in the fields of Physical or Occupational Therapy, Nursing, Pre-Med programs, Athletic Training or Exercise Science, and Nutrition. The Health and Life Science Concentration challenges students to think biblically and ethically as they strive to improve the health of society by practicing biblical stewardship and compassion in their studies and workplace. Our Reformed perspective enlightens the areas of challenge related to medicine, health care, human performance, and sport. HLS serves to answer the Creator's call to care and advocate for the diversity, organization, and functioning of the living world and provide a Christian model for its study, care, and keeping. It is our mission to prepare the next generation of professionals for careers in patient care, wellness, fitness, and more. As we reflect on *imago dei*, we commit wholeheartedly to the care and advocacy for each life and their well-being.

Students will be exposed to many pre-requisite courses that will help them determine the distinct path within Health and Life Sciences they wish to pursue. The eight core courses form a strong foundation and will prepare HLS students for whichever post-graduate program they enter. The electives offered delve into more specific areas of emphasis while still aiming to prepare all HLS students for their desired graduate programs. Gaining experience in a variety of areas of the discipline, including anatomy and physiology of the human body, chemistry, biology, physics, kinesiology, exercise physiology, and nutrition, enables students to pursue a vocation with a broad spectrum of knowledge. HLS also delves into the behavioral sciences, including human development, social psychology, sociology, cognition, learning, and personality, to ensure students are trained in a holistic approach to health and life. HLS advisors work closely with HLS students to ensure they are taking the courses needed for their respective post-grad programs and help pursue additional courses elsewhere when needed.

Students are highly recommended to take the Apprenticeship course offered to allow involvement in the clinical nature of the health field and to further strengthen the theoretical concepts of holistic care covered in the classroom. In Health and Life Sciences today, experience and exposure to the field is key in order to make an educated affirmed decision of one's career choice. Additionally, most graduate programs expect students to have participated in an internship or shadowing opportunity prior to entering said program.

Having experienced a Christian Reformed Liberal Arts education will not only benefit these HLS students, it will benefit the Health and Life Science field as a whole. As our HLS students graduate, there will be more critical thinkers that are thoroughly educated in the arts, firmly grounded in their faith, and adept in their Health and Life Science foundation, ready to continue their studies and prepared to be a witness for Christ and a competent and caring advocate in the Health and Life Science Field.

Mission Statement:

The Health Science concentration exists to empower students to provide ethical and compassionate service to the local and global community by providing rigorous HLS coursework with a foundation of liberal studies to prepare students for the various Health Science related post-graduate programs they pursue.

Concentration Learning Outcomes:

After active participation and completion of this program, students will be able to:

1. Express and demonstrate a theoretical and practical understanding of the diverse and rapidly changing health and life science environments in local and global contexts.
2. Demonstrate the quantitative and qualitative skills necessary to assess, plan, direct, create, organize, and coordinate activities and research required in health or life science settings.
3. Utilize knowledge about regulations, legal, cultural, and ethical issues to make informed decisions and provide directives that promote maximum health initiatives for the individual, family, and society.
4. Embody and promote dignity and respect for the individual by demonstrating culturally competent care to individuals from various ethnic and cultural backgrounds.
5. Enhance the student's understanding of the political, social, legal and ethical issues that may be encountered and have an impact on areas of health care practice.
6. Refine his/her life experience, leadership, moral and ethical decision-making, innovation and entrepreneurship in health care knowledge through academic inquiry while using current, practical health and life science models.
7. Be educationally positioned to take a leadership role in a health or life science environment and to continue their studies toward a graduate degree, if he/she chooses.
8. Integrate a Reformed perspective through bringing redemption and reconciliation for all who need to experience healing and health, in their physical, emotional, mental, and spiritual lives.

Concentration Course Requirements:

Course #	HLS Required Course Titles	Units
HLS 200	Fundamental Principles of Health & Wellness	3
HLS 300	Kinesiology	3
PHL 340	Christian Ethics	3
Required Lab Sciences for HLS Concentration		
CHM 121	General Chemistry I + Lab	4
BIO 121	General Biology I + Lab	4
PHY 121	General Physics I + Lab	4
BIO 310	Anatomy + Lab	4
BIO 311	Physiology + Lab	4
HLS Elective Course Titles		
BIO 301	Microbiology + Lab	4
PSY 340	Social Psychology	3
HLS 310	Exercise Physiology + Lab	4
HLS 410	Nutrition for Today	3
HLS 420	Biomechanics	3
HLS 430	Assessment & Rehabilitation of Athletic Injuries	3

HLS 399	Applied Apprenticeship	3-9
HLS Capstone Course Titles		
LBS 499	Capstone: Career Development and e-Portfolio	3
HLS 499	Capstone: Paper/Project and Presentation	3
Related Elective Course Titles		
PSY 230	Sports & Exercise Psychology	3
PSY 421	Psychology of Coaching	3
PSY 320	Abnormal Psychology	3
PSY 360	Neuroscience & Behavior	3

Concentration Course Map:

Health and Life Sciences	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>The Christian Mind</i>
General Chemistry I + Lab	Fundamental Principles of Health & Wellness
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical and Medieval Civilization and Culture</i>	<i>Modern/ Post-Modern Civilization and Culture</i>
<i>Lifespan Development</i>	<i>Intro to Public Communication</i>
HPE	HPE
General Biology I + Lab	General Physics I + Lab
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
<i>Statistics</i>	Christian Ethics
Anatomy + Lab	Physiology + Lab
Kinesiology	Elective/Microbiology + Lab
Elective/Nutrition	Elective/Apprenticeship
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Elective/Exercise Physiology + Lab	Elective/Biomechanics
Elective/Social Psychology	Elective/Assessment & Rehabilitation
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Media, Culture, and the Arts (MCA) – Four Tracks

The Media, Culture and Arts concentration is designed to equip students with the ability to understand and evaluate contemporary culture by providing a sound overview of what culture is, how it is part of God's redemptive providential plan, how it is best interpreted, and how it relates to the central events, issues and ideas that have shaped our world. Students selecting Media, Culture and the Arts have the opportunity to select from one of four tracks (Music, Arts, Drama, and Film/Media) to develop specific competencies in their understanding, performance, and production of culture.

The MCA concentration begins in the first year by laying the essential groundwork for critical thinking with a core focused upon economics, mathematics, philosophy, political theory, religion, and Western Civilization. Additional courses on composition and presentation require students to not only learn material but communicate information cogently and persuasively—essential skills in culture creation. MCA students are also introduced to entrepreneurial thinking that shapes the concentration in enrolling their first year in “Principles and Practice of Innovation.”

Second-year students complete additional studies in the liberal arts core, while enrolling in two foundational classes, Visual Storytelling and Principles of Cultural Interpretation in the Fall and Spring semesters.

Upper-class MCA students enroll in classes on New Media and Aesthetics, while continuing to work through their track-specific courses. Electives and other core course requirements round out a student's academic preparation, before their program culminates in their participation in their Capstone project, the goal of which is for students to employ all of the elements of their Providence Christian education in independent research and exposition.

Mission Statement:

The Media, Culture, and the Arts (MCA) concentration at Providence Christian College seeks to develop the understanding and practice of fine art by providing an atmosphere of experiential learning and artistic integrity. Our curriculum seeks to empower students to be artists of character and competence in an environment of support, creativity, and personal expression. Students are encouraged to appreciate and critically examine the history and philosophy of the fine arts from a Reformed Christian perspective.

Concentration Learning Outcomes:

After active participation and completion of this program, students will be able to:

1. Develop the critical thinking skills requisite to interpret cultural artifacts.
2. Recognize and consider the employment of new media in the development to visual and performing arts.
3. Demonstrate proficiency of skills required for the practice and performance of visual and performing arts.
4. Acquire knowledge and understanding of the history, culture, and stylistic context of one area of visual or performing arts.
5. Articulate central issues in the philosophy of visual and performing arts and discuss the role of Christian faith and creativity in the visual and performing arts from a Reformed perspective.

Concentration Course Requirements:

MCA Courses within the Liberal Studies Degree Core		
MCA 201	Introduction to Fine Art	3
Course #	MCA Required Course Titles	Units
COM 201	Visual Storytelling and Communication	3
MCA 301	Principles of Cultural Interpretation	3
MCA 320	New Media	3
PHL 311	Aesthetics	3
Course #	Music-Track Required Courses	Units
MUS 340	Music History I	3
MUS 230/232	Music Theory/Keyboard Harmony I	3
MUS 231/233	Music Theory/Keyboard Harmony II	3
MUS 234	Sight-Singing and Aural Skills I	1
MUS 235	Sight-Singing and Aural Skills II	1
MUS 341	Music History II	3
Course #	Arts-Track Required Courses	Units
ART 111	Drawing I	3
ART 115	Studio Art I	3
ART 116	Studio Art II	3
ART 221	Plein Air Painting	3
Course #	Drama-Track Required Courses	Units
COM 310	Acting	3
COM 365	Production Design	3
COM 370	Directing	3
COM 375	Script Writing	3
Course #	Film & Media-Track Required Courses	Units
COM 234	Film Studies	3
COM 231	Mass Media & Society	3
COM 260	Film/Media Production	3
COM 360	Advanced Film/Media Production	3

Course #	MCA Elective Course Titles	Units
ART 112	Drawing II	3
ART 222	Plein Art Painting II	3
ART 117	Studio Art III	3
ART 341	Art History	3
COM 345	Media Writing	3
MCA 399	Special Topics in Media, Culture, & the Arts	3
MCA 450	Apprenticeship in Media, Culture, & the Arts	3-9
MCA Capstone Course Titles		
LBS 499	Capstone: Career Development and e-Portfolio	LBS 400
MCA 499	Capstone: Paper/Project and Presentation	HLS 401

Concentration Course Map:

Music, Culture, and the Arts – Music Track	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>Intro to Public Communication</i>
<i>Lifespan Development</i>	<i>The Christian Mind</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical and Medieval Civilization and Culture</i>	<i>Modern/Post-Modern Civilization and Culture</i>
<i>HPE</i>	<i>HPE</i>
Visual Storytelling and Communication	Principles of Cultural Interpretation
Music Theory/Keyboard Harmony I	Music Theory/Keyboard Harmony I
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
<i>Math</i>	<i>Lab Science</i>
New Media	Aesthetics
Sight-Singing and Aural Skills I	Sight-Singing and Aural Skills II
Elective	Elective
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Music History I	Music History II
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Concentration Course Map:

Music, Culture, and the Arts – Art Track	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>The Christian Mind</i>
<i>Lifespan Development</i>	<i>Intro to Public Communication</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Intro to Fine Art</i>
<i>Classical and Medieval Civilization and Culture</i>	<i>Modern/ Post-Modern Civilization and Culture</i>
HPE	HPE
Visual Storytelling and Communication	Principles of Cultural Interpretation
Drawing I	Studio Art I
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
<i>Math</i>	<i>Lab Science</i>
New Media	Aesthetics
Elective	Elective
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/ Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Plein Air Painting	Studio Art II
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Concentration Course Map:

Music, Culture, and the Arts – Drama Track	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>The Christian Mind</i>
<i>Lifespan Development</i>	<i>Intro to Public Communication</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Intro to Fine Art</i>
<i>Classical and Medieval Civilization and Culture</i>	<i>Modern/Post-Modern Civilization and Culture</i>
<i>HPE</i>	<i>HPE</i>
Visual Storytelling and Communication	Principles of Cultural Interpretation
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
<i>Math</i>	<i>Lab Science</i>
New Media	Aesthetics
Acting	Scriptwriting
Elective	Elective
Year Four - Fall	Year Four – Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Directing	Advanced Production
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Concentration Course Map:

Music, Culture, and the Arts – Film & Media Track	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>The Christian Mind</i>
<i>Lifespan Development</i>	<i>Intro to Public Communication</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical and Medieval Civilization and Culture</i>	<i>Modern/ Post-Modern Civilization and Culture</i>
HPE	HPE
Visual Storytelling and Communication	Principles of Cultural Interpretation
Film Studies	Mass Media & Society
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
<i>Math</i>	<i>Lab Science</i>
New Media	Aesthetics
Elective	Elective
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Film and Media Production	Advanced Film and Media Production
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Philosophy, Politics, and History (PPH)

The Philosophy, Politics and History (PPH) concentration explores the *big questions* and *big ideas* of human nature, human culture, and human communities. Philosophy examines (among other things) what is real, how that can be known, and how we should then live. Politics considers various ways the communities might live out the answers to such questions and history investigates how such ideas have been enacted in the past and why our current situation is as it now is.

The aim of such learning has traditionally been *wisdom* – a wisdom borne of exploring *big questions* and *big ideas* from multiple angles, especially by bringing them to texts that have stood the test of time. This program of study is rooted in great thinkers and their writings, thinkers from Ancients such as Plato and Aristotle, to Medievals such as Augustine and Aquinas, to Moderns such as Immanuel Kant and John Locke, to many contemporary theorists. By approaching Philosophy, Politics and History from an interdisciplinary humanities perspective such as this, rooted in a theologically informed Christian Worldview, PPH students gain knowledge, insight, and creativity as they seek to grasp what things truly matter and why, and how that redounds to the glory of God and the good of people.

God's cultural mandate enjoins our participation in bringing His Kingdom shalom into every aspect and corner of human existence. By training students to engage such *big questions* and *big ideas* from a number of fields, this concentration enables them to grapple with questions of human flourishing theoretically, practically, and historically. Therefore, this concentration can be excellent preparation for careers not only in philosophy, politics and history, but also for law, public policy, and for seminary, among others.

The PPH concentration begins in the first year by laying the essential groundwork for critical thinking with a core focused upon economics, mathematics, philosophy, political theory, religion, and Western Civilization. Additional courses on composition and presentation require students to not only learn material but communicate information cogently and persuasively—essential skills in business. PPH majors are also introduced to entrepreneurial thinking that shapes the concentration in enrolling their first year in “Principles and Practice of Innovation.”

Second-year students complete additional studies in the liberal arts core while enrolling in two history classes, Greek and Roman History and Renaissance and Reformation, in the Fall and Spring semesters.

Upper-class PPH students enroll in classes on Classical & Medieval Philosophy, Modern & Post-Modern Philosophy, Ethics, Comparative Government, Democracy in America, and International Relations. Electives and other core course requirements round out a student's academic preparation, before their program culminates in their participation in their Capstone project, the goal of which is for students to employ all of the elements of their Providence Christian education in independent research and exposition.

Mission Statement:

The Philosophy, Politics, and History (PPH) concentration is designed to equip students with the ability to understand and evaluate contemporary culture by providing a sound overview of the central events, issues, and ideas that have shaped our world and then developing the critical and personal skills necessary to engage it from an informed and Reformed Christian worldview for the good of others and the glory of God.

Concentration Learning Outcomes:

After active participation and completion of the PPH program, graduates will be able to:

1. Demonstrate substantial comprehension of some of the major ideas, issues, debates, and texts from ancient, medieval, and modern Western philosophy, politics, and history.
2. Understand the development of philosophy, politics, and history in relation to Christianity and in particular the Reformed tradition.
3. Show competency with the critical thinking skills and conceptual tools, writing styles, and reasoning methods appropriate to philosophy, politics and history.
4. Display the ability to engage with seminal philosophers, statesmen, and historians, both past and present, considering why, how, and to what end these disciplines provide us with an understanding of the human condition and our place in God's created order.
5. Exhibit facility in presentation and verbal communication skills appropriate to the philosophy, politics, and history disciplines that evinces both Biblical wisdom and Christ-like love.

Concentration Course Requirements:

PPH Courses within the Liberal Studies Degree Core		
HUM 110	Philosophical, Political, and Economic Thought	3
HUM 211	Classical and Medieval Civilization and Culture	3
HUM 212	Modern and Post-Mod Civilization and Culture	3
HUM 313	American Civilization and Culture	3
LBS 360	Christ, Culture, and Contextualization	3
Course #	PPH Required Course Titles	Units
PHL 312	Classical and Medieval Philosophy	3
PHL 315	Modern and Post-Modern Philosophy	3
PHL 340	Christian Ethics	3
POL 410	Democracy in America	3
POL 305	Comparative Government	3
POL 420	International Relations	3
HIS 265	Renaissance and Reformation	3
HIS 261	Greek and Roman History	3
Course #	PPH Elective Course Titles	Units
PHL 311	Aesthetics	3
PHL 454	American Philosophy	3
POL 311	Politics and Culture	3
POL 321	The American Presidency	3
POL 322	The American Congress	3
POL 411	Constitutional Law	3

POL 431	Machiavelli and Shakespeare's Politics	3
HIS 266	Nineteenth Century Europe	3
HIS 267	Twentieth and Twenty-First Century Europe	3
HIS 331	Comparative World History	3
HIS 355	Religion in America	3
PPH Capstone Course Titles		
LBS 499	Capstone: Career Development and e-Portfolio	3
HLS 499	Capstone: Paper/Project and Presentation	3

Concentration Course Map:

Philosophy, Politics, and History	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>Lifespan Development</i>
Intro to Public Communication (Year 1 or 2)	<i>The Christian Mind</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>Classical and Medieval Civilization and Culture</i>	<i>Modern/ Post-Modern Civilization and Culture</i>
<i>Math</i>	<i>Lab Science</i>
<i>HPE</i>	<i>HPE</i>
Greek and Roman History	Renaissance and Reformation
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
Comparative Government	Christian Ethics
Classical and Medieval Philosophy	Modern and Post-Modern Philosophy
Elective	Elective
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Democracy in America	International Relations
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Psychology (PSY) – General Track

The Psychology (PSY) concentration (General track) is designed to equip students with the ability to understand and practice within fields associated with psychology by providing a sound overview of the psychology discipline from an informed and Reformed Christian worldview for the good of others and the glory of God.

The PSY concentration (General track) begins in the first year by laying the essential groundwork for critical thinking with a core focused upon economics, mathematics, philosophy, political theory, religion, and Western Civilization. Additional courses on composition and presentation require students to not only learn material but communicate information cogently and persuasively—essential skills in the field of sports psychology.

Psychology general track students are also introduced in their first year to psychology, human development, and an understanding of psychology from a Christian perspective in their enrollment in Introduction to Psychology, Lifespan Development, and The Christian Mind respectively.

Second-year students complete additional studies in the liberal arts core while enrolling in two classes, Theories of Human Nature and Educational Psychology in the Fall and Spring semesters.

Upper-class PSY students enroll in classes in Social Psychology, Abnormal Psychology, Positive Psychology, Sports and Exercise Psychology, Christian Ethics, and Social Science Research Methods. Electives and other core course requirements round out a student's academic preparation, before their program culminates in their participation in their Capstone project, the goal of which is for students to employ all of the elements of their Providence Christian education in independent research and exposition.

Mission Statement:

The General Psychology track within the Psychology concentration of Providence Christian College exists to enhance the holistic development of students through nurturing student knowledge, skills, and attitudes necessary for the observation, understanding, and analysis of human behavior, and by developing, through the study of educational, social, sports and exercise, abnormal, coaching, and positive psychology an understanding of how the human soul can best flourish for God's glory.

Concentration Learning Outcomes:

After active participation and completion of this program, students will be able to:

1. Obtain a critical understanding and ability to apply theoretical and scientific knowledge from the sub-disciplines of educational, social, sports and exercise, abnormal, coaching, and positive psychology.
2. Effectively communicate the essential theories, scientific applications, and Christian ethical considerations related to human nature and psychology.
3. Access and employ contemporary scholarship on the practice of a variety of disciplines within psychology.
4. Recognize and consider best approaches as applied to developing human flourishing.
5. Articulate a Christian and Reformed perspective on the study of the human soul, and human development.

Concentration Course Requirements:

Psychology (PSY)		
PSY Courses within the Liberal Studies Degree Core		
LBS 101	The Christian Mind	3
PSY 201	Lifespan Development	3
Course #	PSY Required Course Titles	Units
PHL 231	Theories of Human Nature	3
PSY 202	Educational Psychology	3
PSY 230	Sports and Exercise Psychology	3
PSY 320	Abnormal Psychology	3
PSY 340	Social Psychology	3
PSY 348	Positive Psychology	3
PHL 340	Christian Ethics	3
SSC 301	Social Science Research Methods	3
Course #	PSY Elective Course Titles	Units
HLS 200	Fundamental Principles of Health and Wellness	3
HLS 300	Kinesiology	3
BIO 310	Anatomy + Lab	4
BIO 311	Physiology + Lab	4
HLS 310	Exercise Physiology + Lab	4
HLS 410	Nutrition for Today	3
HLS 420	Biomechanics	3
HLS 430	Assessment & Rehabilitation of Athletic Injuries	3
PSY 399	Applied Apprenticeship	3-9
PSY Capstone Course Titles		
LBS 499	Capstone: Career Development and e-Portfolio	3
HLS 499	Capstone: Paper/Project and Presentation	3

Concentration Course Map:

Psychology	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>American Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>Lifespan Development</i>
Intro to Public Communication (Year 1 or 2)	<i>The Christian Mind</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>Classical and Medieval Civilization and Culture</i>	<i>Modern/ Post-Modern Civilization and Culture</i>
<i>World Literature</i>	<i>Introduction to Fine Art</i>
<i>General Chemistry + Lab/ SCI Lab</i>	<i>Statistics</i>
Educational Psychology	Theories of Human Nature
HPE	HPE
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
Social Psychology	Sports and Exercise Psychology
Abnormal Psychology	Christian Ethics
Elective	Elective
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Research Methods	Positive Psychology
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

Psychology (PSY) – Sports Psychology Track

The Psychology (PSY) concentration (Sports Psychology track) is designed to equip students with the ability to understand and practice sports psychology by providing a sound overview of the psychology discipline and then developing a more particular understanding of sports psychology from an informed and Reformed Christian worldview for the good of others and the glory of God.

The PSY concentration (Sports Psychology track) begins in the first year by laying the essential groundwork for critical thinking with a core focused upon economics, mathematics, philosophy, political theory, religion, and Western Civilization. Additional courses on composition and presentation require students to not only learn material but communicate information cogently and persuasively—essential skills in the field of sports psychology.

Sports Psychology track students are also introduced in their first year to psychology, human development, and an understanding of psychology from a Christian perspective in their enrollment in Lifespan Development, and The Christian Mind respectively.

Second-year students complete additional studies in the liberal arts core while enrolling in two classes, Theories of Human Nature and Sports and Exercise Psychology in the Fall and Spring semesters.

Upper-class PSY students enroll in classes in Anatomy, Physiology, Positive Psychology, Kinesiology, Christian Ethics, and Psychology of Coaching. Electives and other core course requirements round out a student's academic preparation, before their program culminates in their participation in their Capstone project, the goal of which is for students to employ all of the elements of their Providence Christian education in independent research and exposition.

Mission Statement:

The Sports Psychology track within the Psychology concentration of Providence Christian College exists to enhance the holistic development of students through nurturing student knowledge, skills, and attitudes necessary for the observation, understanding, analysis of human behavior, and by developing through the study of sports, exercise, coaching, and positive psychology optimal team and individual performance.

Concentration Learning Outcomes:

After active participation and completion of this program, students will be able to:

1. Obtain a critical understanding and ability to apply theoretical and scientific knowledge from the sub-disciplines of sports, exercise, coaching, and positive psychology.
2. Effectively communicate the essential theories, scientific applications, and Christian ethical considerations related to human nature and sports psychology.
3. Access and employ contemporary scholarship on the practice of sports psychology.
4. Recognize and consider best approaches as applied to developing and leading individual and group performance.
5. Articulate a Christian and Reformed perspective on sport, exercise, competition, and both individual and team development.

Concentration Course Requirements:

Psychology (PSY) – Sports Psychology Track		
PSY Courses within the Liberal Studies Degree Core		
LBS 101	The Christian Mind	3
PSY 201	Lifespan Development	3
Course #	PSY Required Course Titles	Units
PSY 230	Sports and Exercise Psychology	3
PHL 231	Theories of Human Nature	3
BIO 310	Anatomy w/Lab	3
BIO 311	Physiology w/Lab	3
HLS 300	Kinesiology	3
PHL 340	Christian Ethics	3
PSY 348	Positive Psychology	3
PSY 421	Psychology of Coaching	3
Course #	PSY Elective Course Titles	Units
PSY 340	Social Psychology	3
PSY 320	Abnormal Psychology	3
PSY 360	Neuroscience & Behavior	3
HLS 310	Exercise Physiology + Lab	4
HLS 410	Nutrition for Today	3
HLS 420	Biomechanics	3
HLS 430	Assessment & Rehabilitation of Athletic Injuries	3
PSY 399	Applied Apprenticeship	3-9
PSY Capstone Course Titles		
LBS 499	Capstone: Career Development and e-Portfolio	3
HLS 499	Capstone: Paper/Project and Presentation	3

Concentration Course Map:

Psychology – Sports Psychology Track	
Year One - Fall	Year One - Spring
<i>New Testament I</i>	<i>New Testament II</i>
<i>Composition I</i>	<i>Composition II</i>
<i>Philosophical, Political & Economic Thought</i>	<i>Classical and Medieval Civilization and Culture</i>
<i>Principles and Practice of Innovation</i>	<i>Lifespan Development</i>
Intro to Public Communication (Year 1 or 2)	<i>The Christian Mind</i>
Year Two - Fall	Year Two - Spring
<i>Old Testament I</i>	<i>Old Testament II</i>
<i>World Literature</i>	<i>American Civilization and Culture</i>
<i>Modern/Post-Modern Civilization and Culture</i>	<i>Introduction to Fine Art</i>
HPE	HPE
<i>General Chemistry + Lab</i>	<i>Statistics</i>
Sports and Exercise Psychology	Theories of Human Nature
Year Three - Fall	Year Three - Spring
<i>Christ, Culture, and Contextualization</i>	<i>Principles of Management, Organization, and Communication</i>
Anatomy + Lab	Physiology + Lab
Kinesiology	Christian Ethics
Elective	Elective
Elective	Elective
Year Four - Fall	Year Four - Spring
<i>Capstone: Career Development and e-Portfolio</i>	<i>Capstone: Paper/Project & Presentation</i>
<i>Spanish I*</i>	<i>Spanish II*</i>
Psychology of Coaching	Positive Psychology
Elective	Elective
Elective	Elective

*Needed only if the Foreign Language requirement in the Core has not been met. If met, replace with an elective course.

COURSE DESCRIPTIONS

Art (ART)

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 two 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. (3 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. (3 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. (3 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. (3 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. (3 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. (3 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. (3 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. (3 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 19th and 20st centuries. The course covers classic works by Hegel, Derrida, Adorno, Burke, Kant, Deleuze, and also covers more specific art theory and philosophy texts by artists 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)

101 **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)

102 **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)

201 **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)

202 **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)

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)

295 Biblical and Modern Israel

This course will be an in-depth study of the culture and biblical history of Israel. As this class integrates the Avodah Program's annual Immersion trip, students will spend 14 days in Israel focusing on the politics, geography, archaeology, ethnography, religion, etc., while traveling throughout the country, viewing biblical sites, and visiting with local church leaders. This trip will be the culmination of a semester of classroom time preparing students for the sites they will see. Students will especially come to a deeper understanding of the religious and social conflicts within Israel and the fight over the land. Students will meet weekly throughout the spring semester, with the Immersion trip taking place during May term. (3 credits + 1 credit for the Avodah Immersion)

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 16th 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 HIS 315)

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. (3 credits) (Cross-listed as HIS 316)

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)

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)

338 Biblical Studies I: Old Testament: Pentateuch

This course provides an in-depth study of the five books of Moses, from a biblical-theological, historical, and literary perspective. We will also consider the role of the Pentateuch in higher critical theories of the Old Testament, as well as responses that respect the integrity of the text. We will give special attention to the accounts of creation, fall, and flood, in view of challenges to their historicity and the need for a discerning appreciation of the findings of science. Then through the stories of the Patriarchs, the Exodus, and wilderness wanderings, we will explore the interwoven themes of covenant, promise, redemption, law, sacrifice, and purity, and how all of it points us to a greater vision of the glory and holiness of God and his gracious plan for his people, culminating in Jesus Christ. (3 credits)

339 Biblical Studies II: New Testament: 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 102 or permission of the instructor. (3 credits) (Formerly BTS 333)

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. Given that the course is required of all students within the BEE, HLS, PPH, and PSY concentrations, particular attention will be paid to applied ethics within business, health and life sciences, public policy, and psychology settings. (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 21st 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 Doctrinal Studies: God and Revelation

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 to adoration, trust, and joyful service. We will also interact with contemporary challenges to a biblical doctrine of God, such as “open theism.” The course will also explore the history and forms of how God has revealed himself in general and special revelation. Topics covered included: the relationship between special and general revelation; Old and New Testament texts and manuscripts; the formation, nature, inspiration, inerrancy, trustworthiness, character, attestation and acceptance of the Old and New Testament canon; the New Testament’s handling of special revelation; and Scripture’s attributes and authority. Students will learn how general revelation undergirds our exploration of God’s world and will be equipped to defend the written word of God in the midst of contemporary controversies. (3 credits)

361 Doctrinal Studies II: Salvation and the Church

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, calling, regeneration, faith, repentance, 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. It will also examine 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)

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)

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.)

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)

423 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 202 or permission of the instructor. (3 credits) (Formerly BTS 323)

425 **Isaiah and Prophetic Literature**

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 202 or permission of the instructor. (3 credits) (Formerly BTS 327)

426 **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 202 or permission of the instructor. (3 credits) (Formerly BTS 326)

432 **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 101 or permission of the instructor. (3 credits) (Formerly BTS 332)

434 **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 102 or permission of the instructor. (3 credits) (Formerly BTS 334)

452 **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) (Formerly BTS 395A)

464 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 it 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 101, 102, 201, 202. (3 credits) (Formerly BTS 364)

485 Special Topics in Biblical and Theological Studies

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

499 BTS Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives, and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Biology (BIO)

121 General Biology I

Introductory course for students emphasizing the principles of cellular and molecular biology, genetics, and development. In conjunction with classroom instruction, the biology lab will be divided between observational and experimental approaches, with emphasis on the collection and interpretation of quantitative data. No prerequisites; lecture and lab must be taken concurrently. Lectures (3 credits) and laboratory (1 credit).

301 Microbiology

This course is a lecture and lab class that covers principles of microbiology with emphasis on microorganisms (fungi, algae, bacteria, and viruses) and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Special emphasis is placed on topics and applications that relate to humans.

In conjunction with classroom instruction, the microbiology lab component for this course requires students to apply knowledge from the classroom to explore relationships, conduct inquiry, and apply critical thinking to the world of microorganisms. Prerequisite: CHM 121; lecture and lab must be taken concurrently. Lecture (3 credits) and laboratory (1 credit). This course may be offered online with an approved partner.

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. Lecture and laboratory. Prerequisites: BIO 112. (4 credits)

310 Anatomy

An introduction to the basic structure and function of the human body. In conjunction with classroom instruction, the anatomy lab component for this course includes state of the art technology via BodyViz virtual 3D anatomy software to further explore and understand the human anatomy. Three hour lecture, one hour pre-lab, three hour laboratory; lecture and lab must be taken concurrently. Recommended, but not required prerequisite: CHM 121. Lecture (3 credits) and laboratory (1 credit).

311 Physiology

A study of the basic concepts of physiological regulation from the level of the cell to the integrated intact organism, including neural, muscular, and neuro-endocrine regulatory systems. In conjunction with classroom instruction, the physiology lab component for this course includes the analysis of human systems. Three hour lecture, one hour recitation, three hour laboratory; lecture and lab must be taken concurrently. Prerequisite: BIO 310. Lecture (3 credits) and laboratory (1 credit).

Business (BUS)

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. (3 credits)

201 Financial Accounting

An introduction to financial accounting concepts and financial reporting, with the focus on how decision-makers analyze, interpret, and use accounting information. Emphasis is given to how accounting measures, records, and reports economic activities for corporations and on the relationship between accrual and cash flow measures in interpreting accounting information. No prerequisites. (3 credits) This course may be offered online with an approved partner.

202 Managerial Accounting

A study of the role of management accounting and control in business firms with an emphasis on organizational activities that create value for customers. Topics include activity-based

costing, cost behavior, cost allocation, pricing and product mix decisions, capital budgeting, compensation, benchmarking and continuous improvement, and behavioral and organizational issues. Prerequisite: BUS 201. (3 credits) This course may be offered online with an approved partner.

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) This course may be offered online with an approved partner.

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)

305 Principles of Management, Communication, and Organization

This course is a comprehensive study of managing, operating, and communicating within a business organization. This course covers such topics as forms of ownership, organizational structure and design, planning, feasibility analysis, financing, leadership effectiveness, human resources management, and internal and external presentation and communication skills. Students will be introduced to best practices of interpersonal communication as a pathway to optimal human relations within a corporate setting. Emphasis will be placed on addressing these topics within a variety of concentration-specific settings. The course is a core course required of all students with at least a third-year standing. (3 credits)

306 Marketing

This course is a study of consumer and industrial markets. The course will cover the varied aspects of marketing, including communication, advertising, market segmentation, market analysis, market planning, market research, and competitive positioning. Through a combination of interactive discussions, cases, individual assignments, and a group project, the course applies marketing to consumer and business-to-business products, services, and nonprofit organization. (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 student's 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. (3 credits)

331 International Business Strategy

An examination of the major managerial functions within global enterprises, providing an integrated perspective of the dynamics that characterize the global enterprise. The course will enhance students' abilities to manage across global boundaries as it addresses the special challenges facing global enterprises. Students will identify examples of responsive management and provide insight in how to participate effectively in global markets. Pre-requisite: BUS 305 and ECO 211/212. (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- Special Topics in Business Administration

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)

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)

405 Strategic Management

To succeed in the future, managers must develop the resources and capabilities needed to gain and sustain advantage in competitive markets, both traditional and emerging. The way in which organizations attempt to develop such competitive advantage constitutes the essence of their strategy. This course introduces the concept of strategic management through case analyses, and considers the basic direction and goals of an organization, the environment

(social, political, technological, economic, and global factors), industry and market structure, and organizational strengths and weaknesses as applied in entrepreneurial settings. The emphasis is on the development and successful implementation of strategy in different types of firms across industries. Prerequisite: BUS 305. (3 credits)

406 Non-Profit Management

Building upon principles learned in the Principles of Management, Communication, and Organization class, this class discusses management in the context of non-profit endeavors. The course centers on discussing (a) how professional managers measure success in the context of a non-profit endeavors, and (b) whether the nature of management changes within a non-profit context. Prerequisite: BUS 305. (3 credits)

425 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) (Formerly BUS 325)

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. (3-6 credits)

Chemistry (CHM)

121 General Chemistry I

This course is a lecture and lab course that covers 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.

In conjunction with classroom instruction, the chemistry lab component for this course requires students to apply knowledge from the classroom to explore relationships, conduct inquiry, and apply critical thinking to the world of chemical reactions. Lecture and lab must be taken concurrently. Lecture (3 credits) and laboratory (1 credit)

Communication Arts (COM)

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 one of 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)

115 Debate Practicum

This course is designed to provide the student with an opportunity to learn and grow in the activity of debate. Students will be required to participate with classmates and display knowledge of constructing a debate case, orally defending a case, rebutting an argument and offering counter arguments. Critical thinking skills, oral presentations, and judging debates will be a regular practice during each class session. This practicum may be repeated up to six earned credits. (1 credits)

201 Visual Storytelling and Communication

An exposure to various mediums will give students a foundational knowledge to think critically and apply basic techniques and design 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 wide array of art and culture, especially as it exists in Los Angeles, learning 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. Prerequisites: ENG 101 and 102; Concurrent enrollment in ENG 102 is acceptable. (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. Students 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)

242 Print Journalism

This course introduces students to fundamental principles of print journalism, such as interviewing, editing, in-depth reporting, critical and feature writing, developing headlines and titles, and copyediting. It explores ways that text and design work together and provides practice in production and layout. (3 credits)

260 Film and Media 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 (COM 360) 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

This course introduces students to acting technique. Course work includes exercises and improvisations, exploring modes of representation, and imitation from plays, movies, and television productions. Specific attention will be paid to analysis of poetics to understand character, intent, and action in dramatic – both tragic and comic – settings. (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 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 Media Production**
This course advances the techniques 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. (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)
- 385-395 Special Topics in Communication**
These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)
- 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)

499 Communications Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Economics (ECO)

211 Microeconomics

This course is the study of allocation of scarce resources at the level of the individual, the household, and the firm. Included are human motivation and preferences, the market, the function of prices, supply, demand, perfect and imperfect competition, and selected policy questions. Christian perspectives on the nature of mankind, market outcomes, the role of government, and the presuppositions of modern economic analysis are explored. (3 credits)

212 Macroeconomics

This course is an introduction to the major problems facing national economies: inflation, unemployment, growth, and poverty. The role of fiscal, monetary, and other government policies is examined. Christian perspectives on mankind's stewardship responsibilities are explored. Prerequisite: ECO 211. (3 credits)

411 Political Economy

This course addresses big questions at the intersection of economics, politics, and ethics, including arguments over classical liberalism, socialism, social democracy, the regulation of markets, the welfare state, economic justice, and the purposes of economic life. Recurring themes include the relationship between the free individual and the community, natural rights vs. utilitarianism, and the workability of different political-economic systems. Prerequisite: ECO 212. (3 credits)

413 Economic Development

This course introduces students to the themes related to contemporary economic development. The course discusses what role regimes, institutions, and political economy play in the effort to develop economies in the underdeveloped regions of the world. (3 credits)

Education (EDU)

101 Philosophy and 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 the opportunity to assist teachers, librarians, school administrators, or church education leaders. While not as extensive as EDU 450, the student will be able to experience their chosen educational setting to evaluate future employment in education. 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 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 the opportunity to assist teachers, librarians, school administrators, or church education leaders. While not as extensive as EDU 450, the student will be able to experience their chosen educational setting to evaluate future employment in education. 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: PSY 201 (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 and PSY 201 (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 from a biblical, Reformed perspective. (3 credits)

304 Instructional Strategies (Secondary)

This course develops instructional strategies for secondary (7-12) teachers in their particular areas of disciplines or areas of concentration. Emphasis is placed on the development of strategies or methods that are in harmony with biblical norms, the nature of the student, the nature of the discipline, the ways students learn/know, and the unique dispositions of the teacher. Prerequisites: EDU 301. (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. (3 credits)

310 Teaching of Reading

This course is designed to provide a foundation to the teaching of reading in the elementary and secondary 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. Prerequisite: EDU 301 or permission of instructor. (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)

322 Bible Methods

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. Prerequisite: EDU 301 or permission of instructor. (1 credit)

324 Language Arts Methods

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 and secondary 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 Methods

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 Methods

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 Methods

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)

399 Field Experience - Internship III

This course is an internship for one semester in an off-campus location that provides students with the opportunity to assist teachers, librarians, school administrators, or church education leaders. While not as extensive as EDU 450, the student will be able to experience their chosen educational setting to evaluate future employment in education. 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)

499 Education Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

English (ENG)

101 Composition I: Writing and Research

A concentrated introduction to reading and writing critically, students will practice recording evidence (their observations from the text), interpreting that evidence, and developing analytical skills by taking note of their questions, thoughts, and opinions. Students will learn to develop an effective writing process and produce three (3) college-level expository, argumentative and research essays, and analyze a variety of essays using an instructional composition textbook like *The Writer's Reference* as a primary text, discussing prose, structure, and style in light of selected course readings. (3 credits).

102 Composition II: Research, Rhetoric, and Information Literacy

An introduction to practical reasoning and the principles of rhetoric that examine major terms, issues, and approaches in the theory of 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)
- 210 World 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. (Prerequisites: ENG 101 and 102; Concurrent enrollment in ENG 102 is acceptable). (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, ENG 102, and ENG 201. Concurrent enrollment in ENG 201 is acceptable. (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 101, ENG 102, and ENG 201. Concurrent enrollment in ENG 201 is acceptable. (3 credits)
- 221 British Literature I**
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, ENG 102, and ENG 201. Concurrent enrollment in ENG 201 is acceptable. (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 101, ENG 102, and ENG 201. Concurrent enrollment in ENG 201 is acceptable. (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. Prerequisites: ENG 101 and ENG 102. (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, ENG 102, and ENG 201. (3 credits) (Cross-listed as HUM 300)

303 The Art of Poetry

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. Prerequisites: ENG 101, ENG 102, ENG 201, and MCA 301. (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, ENG 102, ENG 201, and MCA 301. 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 Workshop

This advanced writing seminar continues to hone students' writing after they have learned the basics of college prose in ENG 101 and ENG 102 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, ENG 102, and MCA 301. (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, ENG 102, ENG 201, and MCA 301. (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, ENG 102, ENG 201, and MCA 301. (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, ENG 102, ENG 201, and MCA 301. (3 credits) This course may be offered online with an approved partner.

360 Comparative Literature

This course examines how traditions of language, culture and genres of literature may shift and change over time and shape our engagement of texts, which may include literature, art and film. Examples of thematic comparative studies from authors and artists like Homer and London; Sappho and Dickinson; or Caravaggio, Minghella and Ondaatje. Prerequisites: ENG 101, ENG 102, ENG 201, and MCA 301. (3 credits)

365 Diversity Literature

This course provides a broad exposure to literature from around the world, some stories inspired from diaspora, colonialism or revolution, but much of the literature celebrating stories

of nationalism and tradition. Students will read a variety of poetry and prose from authors like Fuentes and Valenzuela from Latin America, Mengestu and Ba from Africa, Roy and Kawabata (India/Japan), and various immigrant literature in the U.S., engaging with relevant critical and philosophical theology on topics such as postcolonialism, globalization, aesthetic theory and literary commitment. Prerequisites: ENG 101, ENG 102, ENG 201, and MCA 301. (3 credits)

371 Creative and Narrative Writing Workshop

This courses ask students to pursue a rigorous program that includes close reading of literary texts, explication and critical writing, imitation and modeling, and original creative work in the poetry and fiction genres. Fiction work will consider the tenets of realism and its alternatives, and practice different approaches to style, characterization, structure, and point of view, while poetry will employ metaphor, mode and prosody (rhythm and sound). Prerequisites: ENG 101, ENG 102, ENG 201, and MCA 301. (3 credits)

385-395 Special Topics in Literature

This courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. Sample topics may include: Women and Literature; Literature and the Environment; Theology and Literature; Race and Literature; and Beauty and Aesthetics of Literature. This course will come toward the end of the English & Communications concentration, with an emphasis on preparing students for their capstone and further independent study. Prerequisites: ENG 101, ENG 102, ENG 201, and MCA 301. (3 credits)

499 English Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Entrepreneurship (ENT)

201 Principles and Practice of Innovation

This course is an introductory study of the principles and practice of creating entrepreneurial business and non-business ventures. The course explores the structure and framework of innovative endeavors, asking such questions as: 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 model generation that develop venture ideas into actual businesses. The course will utilize case studies and real-world examples to prepare students for applied learning. Emphasis will be placed on addressing these topics within a variety of concentration-specific settings. The course is a core course required of all students with no prerequisites. (3 credits).

499 **BEE Capstone: Paper/Project and Presentation**

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member.

This course provides real world, hands-on learning on what it's like to start a high-tech company. This class is not about how to write a business plan nor is it a theory or "text book" class. It is a practical class--essentially a lab. The goal is to create an entrepreneurial experience with all of the pressures and demands in an actual early-stage startup. You will work in teams (with a coach) to talk to potential customers, partners, and competitors, encountering along the way the chaos and non-linear nature of starting a successful business. You will use the business model canvas to test each part of the company and utilize customer development techniques to get out of the classroom in order to discover if people actually want your product or service and how you can make it better. Finally, based on the customer and market feedback, you will use agile development to either stay the course or "pivot", that is, make large or small changes to your product or service. Each class will be a new adventure as you discover new things about your start-up and share these exciting discoveries with the rest of the class. (3 credits)

Geography (GEO)

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)

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, in addition to 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 Life Sciences (HLS)

200 Fundamental Principles of Health and Wellness

The foundational principles of health and wellness for enhancing cardiorespiratory endurance, muscular strength, flexibility, body composition, and overall wellness will be explored. Knowledge, skills, and abilities necessary to develop, implement, and manage basic fitness and health programs for individualized applications will be developed. Students will participate in practical learning opportunities that are designed to demonstrate, assess and enhance parameters of their health and wellness. (3 credits)

300 Kinesiology

The study of the multiple ways of knowing and studying human movement and its role in daily life and community practices. Emphasis will be on the structure and function of the skeletal, muscular, and nervous systems, with simple mechanical principles involved in movement skills. Additional topics include the role of sport, evaluation of movement, exercise and fitness in higher education and in career opportunities. (3 credits) (Formerly HLS 220)

310 Exercise Physiology

Basic physiological concepts of muscular exercise with emphasis on the acute responses and chronic adaptations of the neuromuscular, circulatory and respiratory systems.

Laboratory and field applications of testing in exercise physiology. Theory and skills in fitness assessment will be covered, along with analyses of test results. Prerequisites: BIO 310 and 311; lecture and lab must be taken concurrently. Lectures (3 credits) and laboratory (1 credit)

399 Applied Apprenticeship

Field experience opportunities allow students to become involved in the clinical nature of the health professions, further strengthening the theoretical concepts of holistic care covered in the classroom. Students develop a heart for service as they use their skills in healthcare to take

part in a wide range of service opportunities on campus, and in the local and global communities. Instructor approval needed. (1-6 credits)

410 Nutrition for Today

This course examines the role of nutrition in the individual and community context of health, wellness, and prevention of chronic disease. Topics include community and cultural food practices, nutrients and nutritional needs across the lifespan, nutritional assessment, food safety, food security, wellness, body weight regulation, eating disorders, sports nutrition, and prevention of chronic disease. Pre-requisite: CHM 121, or instructor approval. (3 credits)

420 Biomechanics

This course covers the study of biomechanics with respect to the effects of forces, structure, and motion, on and within the human body, and how they are related to the development of various musculoskeletal injuries. Biomechanical assessment and correction for prevention and rehabilitation of musculoskeletal injury will also be developed. Emphasis on both qualitative and quantitative analyses of human movement. Pre-requisite: HLS 300 and PHY 121, or instructor approval. (3 credits)

430 Assessment & Rehabilitation of Injuries

This course covers the advanced theory and application of techniques in injury evaluation, therapeutic modalities and rehabilitative exercises currently used in the fields of athletic training and physical therapy. Emphasis will be on learning common injuries/pathologies seen in sport and/or exercise, including prevention strategies, etiologies, diagnoses, management approaches, and possible complications. Pre-requisite: BIO 310, or instructor approval. (3 credits)

499 HLS Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Health and Physical Education (HPE)

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)

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)

- 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, in addition to grammar and vocabulary review. Prerequisite: HEB 201. (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)

261 Greek and Roman History

This course introduces students to Greek and Roman civilization and culture, through an examination of Greek and Roman military, political, economic, and intellectual history. Major figures to be covered include Agrippa, Alexander the Great, Augustus, Cato, Cicero, Cyrus, Darius, Demosthenes, Hannibal, Julius Caesar, Pericles, Scipio, Solon, and Themistocles. The course is a core concentration course required of all students in the PPH concentration. (3 credits)

265 Renaissance and Reformation

This course introduces students to the Renaissance and Reformation period in Western history, through an examination of the ideas and circumstances that shaped European culture from the 14th through the 16th centuries. The course is a core concentration course required of all students in the PPH concentration. (3 credits)

266 Eighteenth and Nineteenth Century Europe

This course covers the history of Europe, from the Glorious Revolution 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 students 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 student 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 16th 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

Rather than providing an exhaustive tour of human history from its origins to the global era, Comparative World History isolates and explores critical historical developments that uniquely shaped the complex social, religious, economic, and cultural web that is our modern world. That is, this non-survey course evaluates the big picture of human history, albeit with an eye to specific contexts, in order to uncover the dynamic of continuity and change characterizing the development of world cultures. Though urged to critique some “Western” interpretations of these events, students will learn to be critically-appreciative of how their own culture and its underlying assumptions have shaped the world, thus contributing to their own historical awareness. Students will also consider how modern historians have either succeeded or failed at providing a logical evaluation of the processes resulting in contemporary globalization. This upper-division course equips students with the added tools to acquire and critically apply a sound historical research methodology through the investigation of key primary texts. (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: HUM 110. (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: HUM 110 (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. (3 credits) (Cross-listed as BTS 355)

375 History of Schooling

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

385- Special Topics in History

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)

385 Radicalism in America

Since the late 18th 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)

454 American Philosophy

This course 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 454) (Formerly HIS 354)

499 History Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Humanities (HUM)

110 Philosophical, Political, and Economic Thought

This course is an introductory study of the human occupation with some of the seminal questions of existence, including: What is? What are the extent and limits of our understanding of God's created order? What is the best life? What is justice? How should we organize ourselves in terms of the production, consumption, and transfer of wealth? The course will think through these questions through a careful reading and discussion of thinkers from pre-Antiquity to the present day, with attention paid both to the development and the interplay of ideas and consequences across the Classical, Medieval, Modern and post-Modern epochs. The course is a core course required of all students with no prerequisites. (3 credits)

211 Classical and Medieval Civilization and Culture

This course unfolds the history of the West from the rise of antiquity to the close of Christendom, through a careful study of historical documents, literary works, and philosophical treatises. By examining the connection between ideas and consequences, the course brings clarity to why and how the West was made, underwent upheaval from one epoch to the next, and became modern. The course is a core course required of all students. Prerequisite: HUM 110 or instructor approval. (3 credits)

212 Modern and Post-Modern Civilization and Culture

This course unfolds the history of the West from the birth of the modernity to the present age, through a careful study of historical documents, literary works, and philosophical treatises. By examining the connection between ideas and consequences, the course brings clarity to why and how the West chose to be modern, questioned that choice thereafter, and whether it understands itself today. The course is a core course required of all students. Prerequisite: HUM 110 or instructor approval. (3 credits)

225 Human Sexuality

Sexuality is integral to human existence; human beings are sexual beings. It is a particularly powerful force in human experience. While Christians believe that sexuality is good—it is the gift of a good God—we also recognize that sexuality is experienced not only as the means of joyful connection, but sometimes also as irrational and unruly desire that leads to pain and suffering. Similarly humans are embodied as gendered beings and all human experience is gendered experience. While we were meant to delight in our maleness or femaleness, gender is often experienced through shame and confusion. This course provide an overview of the broad field of human sexuality exploring psychological, developmental, relational, sociocultural, political, ethical, theological, and spiritual aspects of human sexuality and gender. Special attention will be paid to the phenomenology of sexual and gendered experience. (3 credits) (Cross-listed as PSY 225)

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, ENG 102, and ENG 201. (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. (3 credits) (Cross-listed as PHL 311)

313 American Civilization and Culture

This course unfolds the history of the American regime through a careful study of key public documents, speeches, literary works, films, and other cultural artifacts. Special attention is given to the colonial antecedents of the American republic, the principles and practice of the founding generation, controversies among the second and third generations of American statesmen over slavery, and the democratization and the reconceptualization of the American

regime that paved the way for the introduction of Pragmatism, Pluralism, Progressivism, Imperialism, and the growth of the American administrative state. The course closes with a discussion of the nature and trajectory of the twenty-first century American regime. (3 credits)

385- Special Topics in Humanities

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)

499 Humanities Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Liberal Studies (LBS)

101 The 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. (3 credits)

360 Christ, Culture, and Contextualization

This course is a study of cross-cultural theory and practice from a Reformed biblical perspective. This course examines models for cultural and cross-cultural engagement, asking such questions as: What is a Reformed theology of culture? What are the different models for cultural engagement? How best can an individual develop cultural discernment from a biblical perspective? What role does cultural and historical context play in cross-cultural endeavors? The course will study these questions through: (a) the reading of seminal Christian thinkers, (b) the employment of a case-study model that looks at the contemporary interplay of Christ, culture, and context, and (c) the encouragement of extracurricular cross-cultural engagement, communication, and exploration. The course is a core course required of all students with at least a third-year standing. (3 credits)

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 (2017-2019). Particular components of this course, including goals, objectives and methods of assessment appropriate for the particular concentration, will be set by the course instructor in conjunction with the faculty content adviser and will include an online e-portfolio of student work, and a final research paper project, which will be presented to the college community at the close of the semester. (3 credits)

450 Field Experience – Internship (1-4 credits)

499 Capstone: Career Development and e-Portfolio

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration in order to enhance the success of the transition from college to the world of work or to further academic endeavors. (3 credits)

Mathematics (MAT)

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. (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. (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) This course may be offered online with an approved partner.

Media, Culture, and the Arts (MCA)

201 Introduction to Fine Art

This course is an introduction to the principles of the Fine Arts—Music, Visual Arts, Drama, and Film and Media—followed by examples of the interaction of the arts in selected cultures from history and around the world and at a variety of campus arts events, in order to increase appreciation of the importance of the fine arts to the individual and community. (3 credits)

301 Principles of Cultural Interpretation

This course provides the interpretative framework for the study of media, culture, and the arts. An examination of foundational definitions, questions, and worldviews are central to this course, as is an understanding of a Christian anthropology. There will also be an overview of the prevailing cultural theories currently in use and how they do or do not cohere with a Christian worldview. Students will be given the opportunity to critique culture during the course of the semester. (3 credits)

320 New Media

This course will reflect on the Christian presence in new media. Students will engage with copy, video, digital photography, audio recordings and visual graphics to develop storytelling skills for a mobile audience, developing a biblically-sound framework for writing for social media, focusing on brand and platform development. (3 credits)

385 Special Topics in Media, Culture, and the Arts
(3 credits)

450 Apprenticeship in Media, Culture, and the Arts
(3-9 credits)

499 MCA Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Music (MUS)

101- Private Voice Lessons

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

- 111-118 Private Instrumental Lessons**
Private instrument lesson. Additional fee required. (.5-1 credit)
- 121-128 Vocal Ensemble**
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)
- 131-138 Chorale**
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)
- 141-148 Concert Choir** (1 credit)
- 151-158 Chamber Singers**
This smaller organization of choral singers is made up of highly gifted and experienced singers chosen by audition only. (1 credit)
- 171-178 Instrumental Ensemble**
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)
- 181-188 Orchestra** (1 credit)
- 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. (1 credit)
- 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 renowned works among them. Extensive score analysis and listening prepare music students for a 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, in addition to composing and notating 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 by 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)

231 Theories of Human Nature

This course is a survey of the seminal theories of human nature, including theories drawn from philosophy, theology, science, and politics across the major epochs of human history. (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 BTS 245)

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. (3 credits) (Cross-listed as HUM 311)

312 Classical and Medieval Philosophy

This course examines in depth the seminal themes, debates, and thinkers that shaped classical and medieval philosophy, from the pre-Socratic philosophers through the late Medieval philosophers. Major philosophers to be covered include the pre-Socratics, Socrates, Plato, Aristotle, Cicero, Augustine, Boethius, Aquinas, Duns Scotus, and William of Ockham. The course is a core concentration course required of all students in the PPH concentration. (3 credits)

315 Modern and Post-Modern Philosophy

This course examines in depth the seminal themes, debates, and thinkers that shaped modern and contemporary philosophy from the renaissance and enlightenment period to the present day. Major philosophers to be covered include Bacon, Descartes, Hobbes, Montaigne, Locke, Pascal, Fichte, Goethe, Hegel, Hume, Kant, Rousseau, Wollstonecraft, Marx, Mill, James, Nietzsche, Dewey, Heidegger, Foucault, Derrida, and Sartre. The course is a core concentration course required of all students in the PPH concentration. (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. Given that the course is required of all students within the BEE, HLS, PPH, and

PSY concentrations, particular attention will be paid to applied ethics within business, health and life sciences, public policy, and psychology settings. (3 credits) (Cross-listed as BTS 340)

454 American Philosophy

This course 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 454)

499 Philosophy Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Physics (PHY)

121 Physics I

A study of mechanics, heat, and sound. Principles are treated quantitatively but without a calculus requirement.

In conjunction with classroom instruction, the physics lab component for this requires students to apply the laws and theories of mechanics, heat, and sound through experiment. No prerequisites; lecture and lab must be taken concurrently. Lecture (3 credits) and laboratory (1 credit)

Political Science (POL)

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)

305 Comparative Government

This course introduces students to the central concepts of comparative government. It begins with a treatment of the masterworks of politics and moves forward to examine how political communities over time have defined justice, organized themselves, established constitutions,

and conducted relations with one another. The course is a core concentration course required of all students in the PPH concentration. Prerequisite: HUM 110. (3 credits)

311 Politics and Culture

This course examines how the study of cultural artifacts can extend knowledge of politics by its treatment of the fundamental questions asked within political communities. Possible authors include, among others, Homer, Aristophanes, Virgil, Dante, Machiavelli, Shakespeare, and Twain. (3 credits)

321 The American Presidency

This course examines the theory and practice of the American presidency, including a study of the place of executive power within a popular government, the presidency's original constitutional design and development over time, and its contemporary reach and relations with other key political institutions. (3 credits)

322 The American Congress

This course examines the theory and practice of the Congress of the United States, beginning with a study of legislative power and democratic politics before viewing the constitutional design of the American congress and the transformation of the office of the US Congress over the course of American history. Questions to be asked include: (1) How do legislators get elected? (2) How is the legislative branch of the US government organized? (3) How do members of Congress relate with advisors, agencies, the President, the Supreme Court, the press, and the American citizenry? (3 credits)

410 Democracy in America

This course introduces students to Alexis de Tocqueville's classic study of the American regime written in the first half of the 19th century. Through a careful reading of Tocqueville's entire two-volume text, students will gain clarity on the prospects and shortcomings of American democracy as it relates to American political, economic, religious, intellectual, and familial life. The course is a core concentration course required of all students in the PPH concentration. Prerequisite: HUM 313. (3 credits)

411 Constitutional Law

This course introduces students to the central concepts, themes, and debates surrounding American constitutional law. Students read important constitutional cases and familiarize themselves with different types of jurisprudence, examining how the American legal regime has changed from the founding to the present day. Particular attention will be paid to contemporary constitutional debates. Prerequisite: HUM 313. (3 credits)

420 International Relations

This course introduces students to the central concepts of international politics. Through a treatment of the masterworks of international relations, it examines the evolving framework in which political communities have conducted relations with one another given the constants of human nature. Prerequisite: HUM 313. (3 credits)

431 Machiavelli and Shakespeare's Politics

This course examines and compares Machiavelli and Shakespeare's treatment of human nature, ethics, morality, and seminal political questions surrounding the founding and maintenance of political regimes. (3 credits)

499 Politics Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

Psychology (PSY)

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 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) This course may be offered online with an approved partner.

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)

225 Human Sexuality

Sexuality is integral to human existence; human beings are sexual beings. It is a particularly powerful force in human experience. While Christians believe that sexuality is good—it is the gift of a good God—we also recognize that sexuality is experienced not only as the means of joyful connection, but sometimes also as irrational and unruly desire that leads to pain and suffering. Similarly humans are embodied as gendered beings, and all human experience is gendered experience. While we were meant to delight in our maleness or femaleness, gender is often experienced through shame and confusion. This course provides an overview of the

broad field of human sexuality, exploring psychological, developmental, relational, sociocultural, political, ethical, theological, and spiritual aspects of human sexuality and gender. Special attention will be paid to the phenomenology of sexual and gendered experience. (3 credits) (Cross-listed as HUM 225)

230 Sports and Exercise Psychology

This course introduces students to the study of sport and exercise, with emphasis on how individual performance is enhanced. The course attempts to show how understanding human behavior, both in terms of the universality of the human person and differentiation in individual, cultural, and social contexts, enables individuals to encourage optimal performance. (3 credits)

320 Abnormal Psychology

The goal of this course is to provide students with an overview of abnormal psychology. Historical perspectives of mental illness will be presented. The course will cover material on various psychological disorders, theories about their development, how disorders are diagnosed and assessed, their clinical course, and how they are treated. Current theory and research are emphasized. (3 credits) This course may be offered online with an approved partner.

340 Social Psychology

This course will provide an introduction to the field of social psychology. Social psychology is a subfield of the science of psychology that focuses on the perceptions, thoughts, feelings, and behaviors of individuals and groups within a social context. This class will give you an overview of the major theories and findings within social psychology. These issues are viewed in the light of a Biblical view of humans within the Reformed tradition. (3 credits) This course may be offered online with an approved partner.

345 Theories of Personality

An evaluative review of the methods and content utilized in the study of personality. This course covers varied approaches and theories to understanding the dynamics of personality and instruments measuring personality. Multifaceted considerations, such as genetic, physiological, emotional, intellectual, developmental factors, and personality styles are reviewed in the balance of creation, individuality, and community. Various cultural contexts are explored for the impact of individualistic and collectivistic cultures, including the majority world perspectives. This course will explore the profound ethical considerations within the context of a Creation and Reformed worldview. Prerequisites: PSY 101, 201. (3 credits) This course may be offered online with an approved partner.

348 Positive Psychology

This course introduces students to the scientific study of human flourishing, exploring what produces human contentment. Particular attention will be paid to the study of how people, through empathy and encouragement, can help others discover happiness. (3 credits)

360 Neuroscience and Behavior

This course addresses the biological basis of human development, personality, mental abilities, motivation and emotion, psychological disorders and treatment, and health psychology. The course focus will be on the brain - its structure, chemistry and function - viewed in the light of a biblical view of humans. (3 credits) This course may be offered online with an approved partner.

399 Applied Apprenticeship

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. (3-9 credits)

421 Psychology of Coaching

This course covers the subject of coaching from the perspective of how individuals build teams, develop leadership skills, and articulate a vision of success that enhances both individual and team performance. While a large portion of the course deals with coaching from the perspective of sport and exercise, students will also study how coaching techniques apply to a variety of human contexts. (3 credits)

499 Psychology Capstone: Paper/Project and Presentation

The Liberal Studies major at Providence Christian College culminates in two capstone courses. These courses are designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their chosen area of concentration through a presentation of a paper or project. Particular components of this course including goals, objectives and methods of assessment appropriate for the particular concentration will be set by the faculty member. (3 credits)

General Science (SCI)

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 concentrations 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)

301 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) (Formerly SSC 201) This course may be offered online with an approved partner.

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 initial 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 effective engagement with 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)

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 recognizing the sounds and thereby, understand the language. Open to students who have had no previous work in Spanish. (4 credits) This course may be offered online with an approved partner.

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) This course may be offered online with an approved partner.

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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Michael Kiledjian, *Vice President for Advancement*; B.A., The Master's College; M.B.A., Pepperdine University

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Dwayne Johansen, *Business Manager*; B.S., California Polytechnic State University, San Luis Obispo
Johnathan Kruis, *Community Director for Student Involvement*; B.A., Providence Christian College
Brent Pafford, *Associate Finance and Operations Analyst*; B.M., Stetson University; M.B.A., Stetson University
Mark Pomerville, *Advancement and Digital Media Manager*; B.A., Washington State University
Geoff Shaw, *Director of Student Life*; B.A., Calvin College; M.Div., Covenant Theological Seminary
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Patricia Tsai, *Registrar*; B.A. University of California, Berkeley; M.A., Azusa Pacific University
Elijah Villafaña, *Assistant Registrar*; B.A. Providence Christian College
Morgan Zylstra, *Admissions Counselor*; B.A. Providence Christian College

Athletics Staff

Josh Ault, *Head Golf Coach*; B.A. Providence Christian College
Chris Chown, *Head Women's Volleyball Coach*; B.A. and M.Ed., University of California, Los Angeles
B. Walker Haynes, *Head Men's Soccer Coach*; B.A., Bryan College; M.E., National University
P. Jensen Hutto, *Assistant Goalkeeper Coach*; B.A., Seattle University
AJ Lowe, *Assistant Baseball Coach*; B.A. Providence Christian College
Sam Mahtani, *Head Women's Soccer Coach*; B.A., Trinity Christian College; M.A., Concordia University, Irvine
Ben Ortega, *Assistant Men's Soccer Coach*; B.A. Biola University
Jaci Schork, *Assistant Women's Volleyball Coach*; B.S. and M.S., Biola University
Robert Simmons, *Athletic Trainer*; B.S., University of La Verne; M.S. Azusa Pacific University
Jacqueline Talley, *Assistant Women's Soccer Coach*; B.A., Hope International University
Cody Walter, *Head Baseball Coach*; B.A., Providence Christian College
Tiffany Vidal, *Assistant Women's Soccer Coach*; B.A. Albany State University
Rachael Webb, *Assistant Women's Soccer Coach*; B.S.N Trinity Christian College

Faculty

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

Danielle Alsky (2017), *Director of Writing Center/Preceptor in English*; B.A. Providence Christian College; M.A. California State University – Long Beach

Alan Armes (2016), *Preceptor in Film and Video Production*; B.A. Houghton College

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

Jim Belcher (2014), *Lecturer in Politics*; B.A., Gordon College; M. Th., Fuller Seminary; Ph.D., Georgetown University

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

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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

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

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

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

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

Tim Scheuers (2018), *Lecturer in History*; B.A., Providence Christian College; M.Div. Mid-America Reformed Seminary

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

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

Jan Van Spronsen (2014), *Director of Academic Resource Center/Director of Institutional Assessment/Disability Coordinator/Preceptor in Education*; B.A., Calvin College; M.A., Point Loma Nazarene University

Keri Whitaker (2009), *Lecturer in Health and Physical Fitness*; B.A. California Polytech University; M.A. National University

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

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