

# PROVIDENCE

CHRISTIAN COLLEGE



## *Catalog 2005/2006- 2<sup>nd</sup> Edition*

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**The mission of Providence Christian College is to prepare students who are firmly committed to biblical truth, thoroughly educated in the liberal arts, and fully engaged in their church, their community, and the world around them.**

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**The online version of this document is indexed for easy browsing by clicking the links in the Table of Contents. For additional browsing options you may open the bookmarks tab on the left side of your Adobe Reader window. If you would like to visit the Providence Christian College web site, go to [www.providencecc.net](http://www.providencecc.net).**

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

**Phone: (866) 323-0233**

**Email: [admin@providencecc.net](mailto:admin@providencecc.net).**

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## LOCATION AND MAPS

### Location

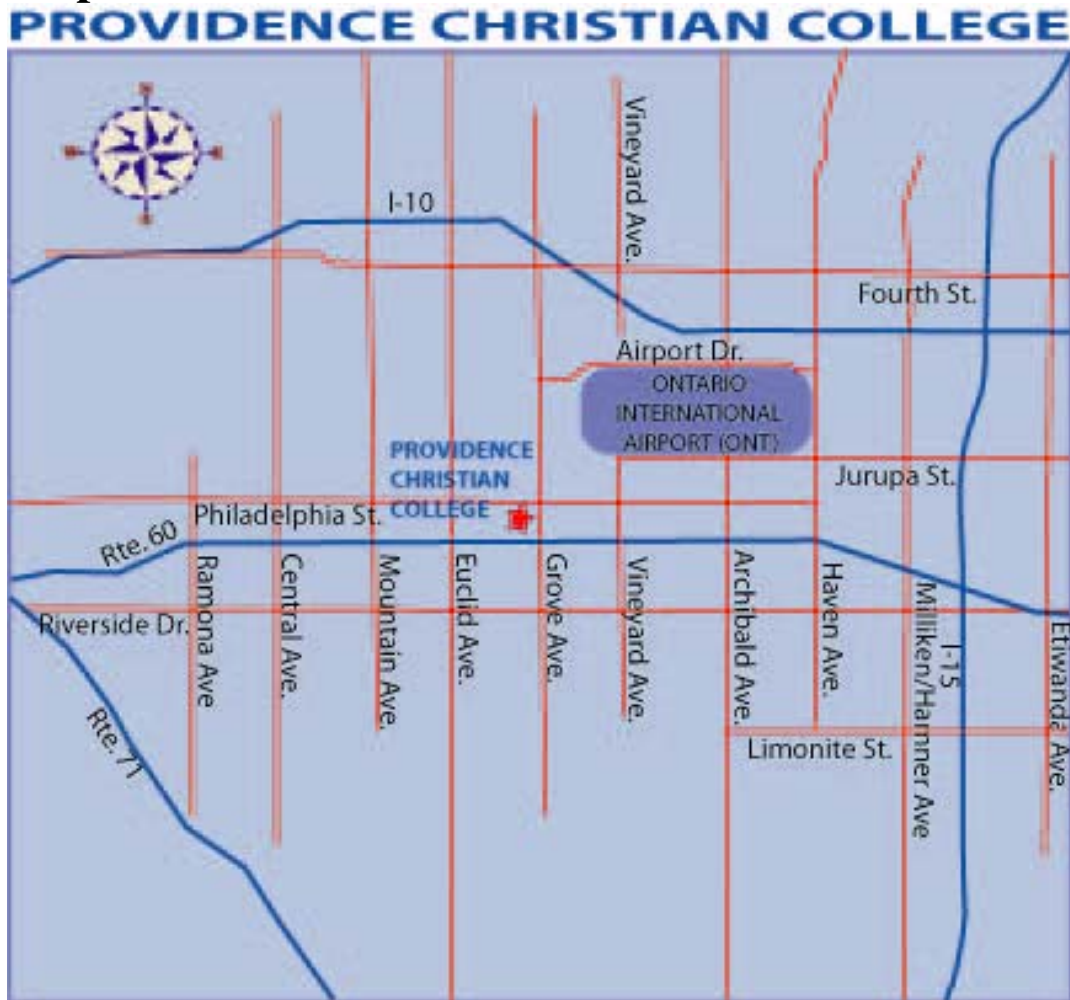
#### Providence Christian College

1056 E. Philadelphia St.

Ontario, CA 91761

(909)673-8800

### Map



### Directions

#### From California Route 60

Take Euclid Avenue/CA-83 Exit, go NORTH for 0.3 miles, and turn RIGHT on Philadelphia Street. Providence Christian College is 1 mile on the right.

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# College Calendar: Fall 2006- Spring 2007

## Fall 2006

<u>June</u>	30	Pre-registration for admitted students sent out
<u>July</u>	15	Fall Course Schedule finalized
	30	Fall course syllabi and textbook orders submitted to the academic dean
<u>August</u>	1	Late student applications processed
	7-11	Summer Education Session: "Teaching in the Christian Classroom"
	21-22	Full-time faculty orientation; all day
	21	Adjunct faculty orientation with dinner; starts at 6:00pm
	25-30	Orientation/Registration
	25	Freshmen move in
	26	Loan session/Freshmen orientation/Parents' meeting
	27	Sabbath rest/Parents' good-bye time
	28	Freshmen retreat
	29	Retreat con't./Upper classmen move in
	30	Registration: Freshmen- AM; Sophomores- PM Soph. session- AM; Freshmen orientation- PM Advisors meet with advisees Classes begin: 6:30pm;
	31	Full day of classes
<u>Sept.</u>	1	Convocation: 7:00pm
	4	Labor Day- NO Day classes; Night classes meet All campus picnic 5:00-6:30pm
	12	Last day to add/drop courses without a transcript entry
<u>Oct.</u>	13	Final date to withdraw with a transcript entry of W (rather than WP or WF) or to change a course from credit to audit.
	20	Mid-semester grades (for freshmen and students on academic notice) due to the registrar by 5:00pm.
	20-21	Parents' Weekend
<u>Nov.</u>	6-13	Pre-registration for spring semester courses. Faculty advisors meet with students; Pre-registrations due to the registrar by 5:00pm on Nov. 13
	23-27	Thanksgiving Break- No Classes; Dorms closed
	22	Classes dismiss at 12:45pm
	27	Classes resume at 7:00pm
<u>Dec.</u>	11	Study day; Exams begin Monday Evening
	11-15	Exams
	16	Christmas break begins; Dorms close at 12:00pm
	31	Grades for fall semester due to the registrar by 5:00pm

## **Spring 2007**

<b><u>Jan.</u></b>	8	Registration; Transfer student orientation
	8	Spring semester classes begin at 7:00pm
	9	Day classes begin
	15	Martin Luther King Jr. Day-- NO CLASSES
	16	Final date to add/drop courses without a transcript entry
<b><u>Feb.</u></b>	13	Final date to remove incompletes from the previous semester
	19	Final date to withdraw with a grade of W (rather than WP or WF)
	28	Mid-term break begins at 5:30pm—No Evening classes
<b><u>March</u></b>	12	Travel day- Classes resume at 6:30pm
	13	Registration for college sponsored May-term
	27	Student Development Day-- NO CLASSES
<b><u>April</u></b>	2-9	Pre-registration week- Faculty advisors meet with students
	6	Good Friday-- NO CLASSES
	8	Easter Sunday
	9	Pre-registration forms due to the registrar by 5:00pm.
	30	Study Day; Examinations begin at 7:00pm
<b><u>May</u></b>	4	Examinations end
	5	Summer break begins
	7	May term begins
	12	Grades for Spring semester due to the registrar by 5:00pm
	28	May-term ends

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## GENERAL INFORMATION

### Mission of the College

The mission of Providence Christian College is to prepare students who are firmly committed to biblical truth, thoroughly educated in the liberal arts, and fully engaged in their church, their community, and the world around them.

#### *Basis*

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

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

The Scriptures also reveal that God in His sovereignty owns, controls, rules and cares for His creation.<sup>4</sup> As Reformed Christians we gladly submit to and openly confess the providence of God in all that we do, including our educational task. "We believe that this good God, after He had created all things, did not abandon them or give them up to fortune or chance, but that according to His holy will He so rules and governs them that in this world nothing happens

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

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

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

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



without His direction.”<sup>5</sup> Therefore, in our study of the creation and of history, we not only explore the sovereign providence of God, but we also engage in this study with dependence on the regularity that God continues to maintain in His creation by His providential care.

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

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

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

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

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

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

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

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

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

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

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

discernment and interpreted in the light of God's word.

The Bible reveals to us, however, that His divine plan is to restore what has been broken and shattered by sin. Out of the fallen human race, God has chosen a people for Himself, in order to make them into a kingdom of royal priests.<sup>13</sup> He has sent His Son, Jesus Christ, the Living, incarnate Word, as the only way of redemption for mankind and the restoration of His creation.<sup>14</sup> He died and rose again bodily from the grave to bring His elect people by the work of the Holy Spirit into the new covenant, the covenant of grace, to restore His creation, and to reign eternally as Lord of His church and of all that He has made.<sup>15</sup> Because Christ has all authority on earth and in heaven He calls His people to express and promote His saving rule everywhere in all areas of life and the creation,<sup>16</sup> including education. Therefore, though we can only make an imperfect beginning, we seek joyfully to fulfill this servant task, by the grace of Jesus Christ, as His redeemed people while realizing that we live in a world full of unbelief and rebellion against the Creator and His commands.

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

### ***Mandate***

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

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

Moreover, education is operative in all human relationships and endeavors, whether it be the home, the church, or the marketplace. Our Lord has commanded parents to instruct their children in the knowledge of God and His law.<sup>18</sup> Christ has instructed the church to teach His

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

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

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

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

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

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

disciples all that He commanded us.<sup>19</sup> Education is an on-going process in the workplace as well.

Even though education occurs in all of the arenas of life, it is the school primarily where education takes place in a specifically structured manner. In the past, children were educated almost exclusively in the context of the home. We cannot underestimate the value of such education. Originally God gave this task to the parents. They still must insure a God-honoring and Christ-centered education for their children.<sup>20</sup> Education, however, has become increasingly complex and advanced so that many parents are unable to give adequate instruction at home, particularly education on the higher levels. Therefore, this necessitates the establishment and maintenance of Christ-centered schools. Because of the Cultural Mandate given to all mankind, the community of God's people at large also has been given the task to educate and promote learning. Our responsibility as parents and our responsibility as a Christian community with respect to education must stand together. Education is not an entity unto itself, as if schools have no accountability to the Christian community or to the parents in particular. Schools are responsible both to parents and the wider body of believers.

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

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

### ***Organization***

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

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

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

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

<sup>21</sup> I Corinthians 12

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

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

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

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

The administration, staff, and president of Providence Christian College have also been endowed with a calling and office. Their task is to organize, develop, administer, and facilitate the academic, financial, and public relations duties, along with the general operations of the college. In particular, the president is to direct the overall supervision and support of Providence Christian College so that it will function as effectively and efficiently as possible. While the faculty, students, administration, and staff are all ultimately accountable to the board of directors, they are first of all directly accountable to the president, and the president, in turn, is directly accountable to the board.

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

## ***Content***

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

Providence Christian College was established for the express purpose of inculcating into the minds, lives, and hearts of the college community a Reformed world and life view of reality. Therefore, the curriculum does not consist in a random collection of courses, but rather a wide range of studies that seeks to reflect the interrelatedness, the unity and diversity, of the various aspects of God's creation. This broad spectrum of courses is designed to equip the student to

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

better understand, engage and transform our culture for Jesus Christ. It will enable them to prepare with excellence to carry out their God-given tasks and responsibilities in our contemporary society on a day-to-day basis so that a profound difference will ultimately be made in our world. By God's grace their education will equip the student to carefully discern the religious direction of our society, and consequently to promote the claims of Christ over all of life.

The instruction at Providence Christian College, its core curriculum, and all other courses, will be meaningfully and clearly presented from the Reformed Christian perspective set forth in this document.

## History of the College

In November of 2001 a small group of Christians met in Chino, California to consider the feasibility of establishing a Reformed Christian college on the West Coast. All of those present were motivated by a deep appreciation for higher education coming from a specifically Reformed and Christian perspective. Some had been educated in past years by such Christian colleges. Some had enrolled their own children in colleges of Reformed persuasion. All of those present were convinced of the necessity of expressing the reign of Christ in the area of higher education, and of ensuring its promotion and continuance in the generations to come. This group, composed of believers from various Reformed churches, was convinced that the establishment and maintenance of a college committed to Biblical principles would greatly benefit the diverse community and the churches of Reformed persuasion on the West coast.

On several occasions, in the 1960s, '80s and '90s, the desire to establish such a center of Christian training was discussed, but for various reasons it was never realized. Yet, the need for a Reformed Christian college on the West Coast never diminished. Parents and young people are often hesitant to travel great distances to the nearest Reformed college. Moreover, the West Coast has a significant number of students who would profit from a specifically Reformed perspective in their higher education. The original group was motivated to establish Providence Christian College because of its desire to meet these needs.

The group unanimously agreed to establish a quality four-year liberal arts program that would in all aspects of its life and learning seek to reflect the lordship of Jesus Christ gladly and visibly from a Reformed Biblical perspective. All programs would then be taught in accordance with the Bible, God's infallible and inerrant Word, as it is interpreted by the following Reformed Standards: The Belgic Confession, The Heidelberg Catechism, The Canons of Dort, The Westminster Confession of Faith, and The Westminster Larger and Shorter Catechisms.

The group also agreed that the college should be governed by a self-perpetuating Board of Directors, the members of which shall be drawn from various Reformed and Presbyterian churches, who are fully committed to the Word of God, to the Reformed Standards as named above, as well as to the Purpose Statement of Providence Christian College.

Providence Christian College was incorporated in the state of California on November 12, 2002. The first board meeting was held on January 18, 2003. On January 1, 2004 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. Plans to enroll its first freshman class are slated for fall 2005. **About 95% of the campus was renovated by August 2005 with the remaining 5% scheduled for completion by August 1, 2006.**

**Providence Christian 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). Providence Christian College has been approved to offer the following degree programs: *Bachelor of Arts (BA) in Biblical and Theological Studies, BA in Biblical and Theological Studies(Secondary Education Concentration), BA in Biology, BA in Biology (Secondary Education Concentration), BA in Business Administration, BA in Communication, BA in Cultural Studies, BA in English, BA in English(Secondary Education Contration), BA in History, BA in History(Secondary Education Concentration), BA in Liberal Studies, BA in Liberal Studies(Elementary Education Concentration)*. Immediately following approval by the BPPVE, Providence Christian College began the process of seeking eligibility by Western Association of Schools and Colleges (WASC). This process began with the development of the eligibility application through cooperation of the college's WASC Steering Committee and the Board of Directors. In the midst of this process Providence Christian College was privileged to welcome its first class of 22 students for the fall semester in September 2005. The application was completed and submitted to WASC for review on October 17, 2005. An eligibility review panel was convened by WASC and a conference call scheduled for December 18, 2005. After about an hour of answering questions, the WASC panel thanked the committee for a well-organized report and candid responses to questions and gave Providence their hearty affirmation to move ahead in the accreditation process. The college's WASC Steering Committee is now in the process of developing a time-line for pursuing Candidacy status, the next step in the accreditation process.

## **Approval to Operate as a Degree Granting Institution**

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

## **Accreditation**

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

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

1. Articulation agreements have been established by Providence with a number of accredited national and California colleges and universities. These agreements will serve as credibility references for the quality of the programs and coursework offered by Providence.
2. Providence will pay the fees for students to take the exams needed for admission to graduate programs such as the GRE, the MCAT and the LSAT. The college also will provide students with tutorial assistance to prepare for the exam.

3. Faculty advisors will guide Providence students in creating portfolios that exhibit their academic work over their four-year college experience.

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

### **Americans with Disabilities Act**

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

### **FERPA**

The Family Educational Rights and Privacy Act of 1974 (FERPA) was designed to transfer parental “rights” to their “adult” children when they enroll in college and, therein, protect the privacy of education records and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Questions about FERPA should be referred to the Office of Admissions and Records. 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.

The College’s Institutional Policy Concerning Privacy Rights of Students explains in detail the procedures used by the College for compliance with the provisions of FERPA. Copies of this policy can be obtained from the Office of Admissions and Records. This office also maintains a directory that lists all educational records maintained on students by 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, photograph.
- Previous institution(s) attended, major field of study, awards, scholarships, honors, degrees conferred (including dates).
- Past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), date and place of birth.
- Home and local/student church membership, including church denomination.

**Nondiscriminatory Policy**

Providence Christian College does not discriminate in admissions, scholarships, housing, or any other way on the basis of gender, race, color, national or ethnic origin, or disability.

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



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# ADMISSION TO THE COLLEGE

## Campus Visits

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

## Application Procedure

### *Who?*

Providence Christian College believes that any member of God’s covenant community who desires a Christ-centered college education should be provided the opportunity. 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 creeds.

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

In keeping with its policy, Providence Christian College does not discriminate in any of its education programs or activities with regard to age, race, color, national origin, sex or disability.

### *When?*

High school students should apply for admission during the first semester of their senior year, but applications will be considered through August 15 for immediate fall enrollment and December 15 for immediate spring enrollment.

### Admissions dates to remember:

- **December 31** Priority application deadline for fall enrollment
- **February 1** Scholarship applications due
- **February 15** Scholarships awarded
- **March 1** Institutional Aid Application and FAFSA priority deadline (financial aid will be considered through August 15 for fall semester)
- **April 1** Financial Aid packages awarded
- **May 1** Acceptance of financial aid package due ( or 15 days after letter of financial aid package sent if after May 1)
- **May 1** \$200.00 enrollment deposit due for the fall semester (or 15 days after letter of acceptance if after May 1) (the enrollment deposit is non-refundable after this date)

- **July 1**            **Registration materials and housing arrangements sent out**
- **October 1**       **Application due for spring enrollment**

**What?**

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

1. A signed and completed Providence Christian College application for admission form (available at [www.providencecc.net](http://www.providencecc.net))
2. A non-refundable \$25 application fee (after December 31)
3. An official, independently signed high school or home schooling association transcript (or an academic portfolio and verification that a high school home schooling program has been completed), or results from the General Educational Development Examination (GED) or the California High School Proficiency Exam (CHSPE)
4. Official transcripts from any and all college(s) attended
5. A copy of the ACT or SAT I test results (used for placement rather than admissions purposes)
6. A copy of exam scores from any AP, IB, or CLEP courses sent by the College Testing Service
7. A written, credible profession of faith in Jesus Christ as Savior and Lord. (Applicants unable to express faith in Christ, who are children of the Covenant [i.e., children of at least one parent who professes saving faith in Jesus Christ], will be considered for admission after submitting a letter explaining their desire to attend a Christ-centered college.) Parameters for this profession are explained in the application form.
8. A completed reference form from one’s home church, from the pastor, youth pastor, or an elder

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

**ACT/SAT Information**

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

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

**Admission into the College**

Permission to matriculate as students at Providence Christian College is granted to applicants who provide evidence of those qualities of mind and purpose that are required for a liberal arts college education, and whose personal qualifications provide assurance that they will

be responsible and contributing members of a college community committed to the lordship of Jesus Christ.

**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

Ordinarily, applicants who meet these standards above and the final college entrance test scores below are given regular admission.

Minimum Test Scores Needed for Regular Admission						
ACT	ACT	ACT	or	SAT I	SAT I	SAT I
English	Math	Composite		Verbal	Math	Composite
18	18	19		460	460	920

Applicants with lower grades or scores or with fewer college preparatory courses in their high school program are reviewed individually by the admissions committee. Some of these applicants may be given regular admission and may be required to take non-credit courses designed to enhance their success. Others may be given provisional admission.

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

Students who are admitted provisionally will receive special advising. They may also be required to take courses designed to review pre-college work or to fulfill unmet admissions requirements. Students may be limited in the number of semester hours for which they can register.

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

### Admission of Transfer Students

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

Transfer students must follow the same application procedures as first-year students. Official transcripts from all previous colleges attended must be received prior to consideration for admission. ACT or SAT I test results are also required for transfer applicants with fewer than

two years of college. The required minimum cumulative grade point average is 2.0 for students transferring from a four-year institution and 2.5 for students transferring from a two-year institution. The Admissions Committee reviews applicants with averages below the standard, or with lower scores, or with fewer college preparatory courses in their high school programs. Some of these applicants may be admitted under special conditions.

Students may transfer up to 64 credits (4 semesters) from their community college. Students who receive an AA degree from an accredited community college may be granted junior standing upon presentation of a certified transcript and upon our 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.

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

In addition all transfer students will be required to meet the following CORE requirements: BTS 111 112, 211, 212; two of the four required history courses: HIST 111, 112, 211, 212; HUM 101; at least one Life Science or Physical Science Course; participation in at least one May term.

Transcripts of transfer students are evaluated by the registrar. Students who wish to appeal the registrar's decision may petition the academic appeals committee.

## **Enrollment Deposit**

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

## **Advanced College Credit**

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

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

Detailed information on any of these options for advanced college credit is available in the office of admissions and records. The college reserves the right to require the audit of a

course for which advanced credit is given if the unique nature of the course as taught by Providence Christian College warrants. A maximum of 30 semester hours of credit may be obtained through the transfer of non-classroom-based instruction i.e., AP, CLEP, or IB courses completed prior to receiving a high school diploma with acceptable scores as listed above.

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

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

## **Unclassified Students**

Any high school, home school, or GED graduate 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 seniors may enroll as unclassified students provided they have 1) a cumulative GPA of 3.0 or above on a 4.0 scale, and 2) approval of their high school. Normally the high school will have a dual-enrollment agreement with Providence.

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

One 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.

## **Dual Enrollment Policy**

Guidelines for accepting dual enrollment credit, ie. courses that receive college credit and count toward high school graduations include the following:

The main purpose of accepting dual enrollment credit is to allow students to accelerate their college program rather than to seek exemptions from courses. To receive dual enrollment credit a student must have the course documented on a valid college transcript from a regionally accredited college. For AP, IB, or CLEP courses documentation is in the form of the standardized test verification. For a course to count toward dual enrollment, a student must have a B- (2.7) in the course. Other guidelines related to transfer courses apply.

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# ACADEMIC POLICIES AND PROCEDURES

## Faculty Advisors

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

Faculty advisors are also available to provide assistance in other areas of students' lives, such as the spiritual, emotional, and social. Students are encouraged to get to know their advisors and confer with them on a regular basis.

## Class Schedule

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

## Student Course Load

The student course load is ordinarily 16 hours per semester. Taking more than 16 credit hours should be done with the advice and consent of the student's faculty advisor. Twelve hours is the minimum number for classification as a full-time student. Students who have been admitted provisionally may be required to register for fewer than 16 hours for their first semester at Providence. Students who have been placed on academic probation are restricted to a maximum of 14 hours per semester. Additional tuition is charged for each credit hour taken above 18.

## Registration for Classes

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

The factors governing course choices include:

1. Advanced college credit (e.g., AP courses) may eliminate the need to take certain courses.

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

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

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

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

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

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

## Auditing a Course

A student may elect to audit a course rather than take it for credit. Audited courses do not contribute toward fulfilling graduation requirements. An auditor may attend all classes and participate in all activities of the course, but does not have an obligation to fulfill any of the requirements of the course, nor does the instructor have an obligation to evaluate the auditor. Full-time students may audit a course at no additional cost; others are charged a special rate for each course audited.

## Independent Study

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

## Private Study

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

## Online and Correspondence Courses

Courses offered online or through correspondence from accredited institutions may offer an alternative to independent and private study. Approval to take such courses for credit while enrolled as a student at Providence must be given *in advance* by the registrar and the student's academic advisor. Ordinarily, approval will be granted only if the course is not offered by Providence and if it is appropriate given the student's course load at Providence. Seniors planning to graduate at the end of the spring semester must complete all such coursework by April 1 of their graduation year.

## Academic Integrity

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

1. **Cheating** – this involves the unauthorized use (or attempted use) of another person's work on an exam or assignment, or using (or attempting to use) unauthorized notes during an exam or assignment. This also includes allowing one's work to be used by other students in an unauthorized way.



2. **Plagiarism** – this involves misrepresenting an intellectual work (written material, ideas, artistic work) as one’s own. This can also include falsifying or incorrectly citing sources. Students should be familiar with the plagiarism information in the college writing handbook.
3. **Dishonesty** – this involves deceiving one’s instructor or classmates regarding missed deadlines, absences from class, or forging a signature, among other practices.

## Grading System

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

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

## Grade Reports

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

## Incomplete Coursework and Grades

A temporary grade of I (incomplete) is given when it is deemed by the instructor that the student, for legitimate reasons, has been unable to complete required coursework. It is the student’s responsibility to request the grade of “I” from the instructor and to identify with the instructor both the specific work that remains to be done and the deadline for completion. All

work must be completed within 60 days from the end of the semester in which the course was taken. If the coursework is not completed by the deadline agreed to, the instructor will submit a grade based on the coursework that has been completed to date.

## Changing Grades

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

## Academic Standards

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

## Academic Honors

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

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

- Graduating with honors** .....(*Cum Laude*) GPA of 3.500 to 3.699
- Graduating with high honors** ..... (*Magna Cum Laude*)GPA of 3.700 to 3.899
- Graduating with highest honors** .....(*Summa Cum Laude*) GPA of 3.900 or higher

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

## **Academic Probation**

A student with an institutional GPA that falls below 2.00 will be placed on academic probation for the next semester. He or she may appeal to the Academic Appeals Committee regarding his or her placement on probationary status.

A student on probation:

1. May carry a maximum of 14 hours for the semester
2. May not audit other courses
3. Must confer with his or her faculty advisor at least every other week
4. Will follow a no-cut policy in all courses
5. May not be eligible for participation in extracurricular activities
6. Is not eligible for institutional financial assistance.
7. If applicable, may not be eligible to continue student employment. This employment will be evaluated on a case-by-case basis.

Students who fail to comply with these requirements may be placed on academic suspension immediately by the academic dean in consultation with the student's advisor. Suspension under these circumstances may be appealed to the Academic Appeals Committee that has final authority in such cases.

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

## **Academic Suspension and Readmission**

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

## **Repeated Courses**

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

## **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.

## **Extended Time for Testing**

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

## **Student Classification**

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

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

## **Commencement**

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

## **Official Transcripts**

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

## **Laptop Computer Policy**

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

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# ACADEMIC REQUIREMENTS AND PROGRAMS

## Graduation Requirements

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

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

## The Core Curriculum

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

1. The Core Curriculum comprises about half of the credits required for graduation. This commitment to a broad liberal arts core reflects Providence's belief that education is not the mere transference of specialized skills, but a rich and integrated intellectual, relational, and spiritual experience. Christian education in a liberal arts context equips students to fulfill their call to act as prophets, priests, and kings in service to Christ and his Kingdom.
2. As a Christian college within the Reformed tradition, Providence Christian College acknowledges the foundational and presuppositional role of the Scriptures for all aspects of education. As God's special revelation, Scripture does not serve as a substitute for inquiry, but as the "light" by which general education is seen, or as the "eyeglasses" through which we bring our understanding into focus. As the final authority for all teaching and learning, it is imperative that students at Providence are biblically literate, capable of "rightly handling the word of truth" (2<sup>nd</sup> Timothy 2:15, 3:14-17). Sound doctrine, also, is viewed as foundational for all educational thought and practice. Consequently, Providence students read and study through the entire Bible

over a two-year period, and they examine the doctrines of the Christian faith as expressed by the Reformed Standards.

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

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

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

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

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

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

## **Core and General Education Requirements for Graduation**

### **Foundations in Liberal Arts (15):\***

HUM	101	Reformed Perspectives on Calling and Culture	3
ENG	101	Composition: Writing and Research	3
ENG	201	Introduction to Literature	3
COM	101	Communication: Speaking and Listening	3
PHL	101	Perspectives in Philosophy	3

\* Students who have not met the admissions requirement of two years of foreign language in high school with a grade of C or above in the second year must successfully complete one year of college-level foreign language.

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

BTS	111	O.T. Studies I: Pentateuch and Historical Books	3
BTS	112	O.T. Studies II: Psalms, Wisdom Literature, and Prophets	3
BTS	211	N.T. Studies I: Gospels and Acts	3
BTS	212	N.T. Studies II: Epistles and Revelation	3
BTS	301	Reformed Doctrine	3

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

HIS	111	Western Civilization in a Global Context I	3
HIS	112	Western Civilization in a Global Context II	3
HIS	211	America: Early Encounters to 1865	3
HIS	212	America and the Modern World 1865-Present	3
HPE	101-110	Personal Health Fitness course	1
HPE	111-122	Leisure and Lifetime course	1
<i>One of the following:</i>			3

PSY	101	General Psychology
EDU	201	Developmental Psychology*
SOC	101	Principles of Sociology
ECO	211	Microeconomics
ECO	212	Macroeconomics
POL	201	American Government and Politics*

\* Liberal Studies majors interested in Education must take EDU 201 and POL 201. See Liberal Studies major description.

### **Knowing Creation (11):**

Mathematics:

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

One higher level mathematics course 3 or 4 units

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

OR

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

OR

Successful completion of an approved high school AP Calculus class.

*Choose one class from each of the following categories:*

*Life Sciences*

4

BIO 111 Principles of Human Biology

BIO 112 Principles of Biological Systems

*Physical Sciences*

4

CHM 121 General Chemistry I

CHM 122 General Chemistry II

PHY 121 General Physics I

PHY 122 General Physics II

SCI 113 Concepts of Physical Science

SCI 114 Concepts of Earth Science

## Field Experience Internships

Every major at Providence will include an appropriate culminating activity, which may include a field experience, an internship, or a research seminar related to the major. These experiences will ordinarily take place during the senior year. Through these experiences, students will have an opportunity to reflect on their disciplines from a Reformed perspective and from an interdisciplinary point of view. Senior seminars in each discipline will allow students to reflect on these culminating experiences. These experiences will provide students with an invaluable transition from the world of undergraduate study to the life that begins with commencement.

## 4-W Experiences

Providence's four day class schedule provides the college with the flexibility to enhance a college education through offering a special set of life experiences on the weekends. Providence has labeled these as 4-W Experiences—Weekends of Work and Worship in the World.

The purpose of these life experience weekends—part of the “classrooms without walls” concept at Providence—is to learn by experiencing, engaging and exploring the wider community. Providence's three-day weekends provide for this kind of experiential learning. Normally, the activities take place on Friday, Saturday, or Monday, but select ones may include Sundays, as well. In the latter case, the Lord's Day will be honored. Several types of weekends are offered: service/mission trips, recreational activities, academic enrichment, cultural exploration and spiritual retreats.

Providence is committed to having its students experience a wide range of learning experiences, both on and off campus; therefore, limited participation in 4-W Experiences is required. A number of different 4-W Experiences are offered each semester, and students are required to select three in which to participate. Expenses for these three weekends are considered



part of the academic program of the college and thus have been included in tuition. Students may attend more than three weekends at their own expense.

## **May Term**

A three-week May term takes place each year immediately following the end of the spring semester, for the primary purpose of offering students a non-traditional college experience that supplements their regular program. The courses normally take place off-campus and often involve long distance travel. Experiences could range from cross-cultural immersion in Los Angeles or in China, exploration of early American literature in New England settings, experiencing government first-hand in Washington, D.C., walking through the life of Christ in the Holy Land, or visiting key sites of the Protestant Reformation. Course offerings will be determined during the fall semester of each year.

Students may enroll for one three-credit course during a May term. These courses are graded honors (H) 90-100%, pass (P) 70-89%, or fail (F) 0-69%, except those that satisfy core or major requirements. Cross-cultural courses taken during May term may fulfill the cross-cultural experience requirement.

Students must participate in one of three possible May terms (between freshman and sophomore year, between sophomore and junior year, between junior and senior year) during their four years at Providence. The college will typically offer students at least two options that are planned and implemented by Providence personnel. Costs will be determined by the director of the May term for options provided by the college. Other May term options may be available through colleges of the CCCU on a space available basis. Programs sponsored by other institutions advertise their own costs for participation. May term experiences completed through other institutions must have prior approval from the May term director, the Dean of Student Life and the Academic Dean to count toward the May term requirement. The registrar will track those students who wish to satisfy their cross-cultural experience requirement by completing their May Term. Students must present to the registrar certification indicating successful completion of the May term experience.

Costs of the May term are not covered by regular tuition. Financial aid will be available for students for whom need is demonstrated so that financial hardship will not be a deterrent to participating in the May term.

## **Cross-cultural Experience**

In keeping with the mission and educational goals of the college, students are expected to complete a significant cross-cultural experience during their four years at Providence.

A cross-cultural experience involves interaction with a cultural or ethnic community distinct from the student's own. The cross-cultural experience requirement can be met by:

1. An off-campus semester in a culture different from the student's culture of origin.
2. A May term course with a significant cross-cultural component.
3. A significant academic experience in a culture different from the student's culture of origin, by special permission of the college.

# Programs of Concentration—Majors and Minors

## *Majors*

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

Providence allows all students to take the first course of their declared major during the second semester of their freshman year. Students who are undecided about a major should begin with core requirements until they decide on a major.

For graduation, students are required to earn a minimum grade point average (GPA) of 2.00 (4.00 scale) in their major.

Providence Christian College offers majors in the following areas:

- Biblical and Theological Studies
- Biblical and Theological Studies—Secondary Education Concentration
- Biology
- Biology—Secondary Education Concentration
- Business Administration
- Communication—Journalism Concentration
- Communication—Film Studies Concentration
- Cultural Studies—Hispanic/Latin America Concentration
- Cultural Studies—Asian American/East Asia Concentration
- English
- English—Secondary Education Concentration
- History
- History—Secondary Education Concentration
- Liberal Studies
- Liberal Studies—Elementary Education Concentration

## *Minors*

Optional departmental minors are available in certain fields. Students are required to earn a minimum grade point average (GPA) of 2.00 (4.00 scale) in their minor for it to be accepted as a minor at graduation.

Providence Christian College offers minors in the following areas:

- Biblical and Theological Studies
- Biblical Languages
- Biology
- Business Administration
- Chemistry
- Communication
- Cultural Studies
- Education—Non-teaching
- English
- History
- Mathematics

## **Pre-professional Programs**

### ***Programs Completed at Providence***

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

### **Pre-Seminary**

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

### **Pre-Medical and Pre-Dental**

Although students may select any major concentration and still meet the entrance requirements for most medical and dental schools, it is highly recommended that pre-medical and pre-dental students major in biology while at Providence. In addition, the substantive Christian liberal arts core curriculum at Providence provides the breadth and depth of foundational study for which graduate schools are looking. Because schools may have unique requirements, students should seek to determine the specific requirements of the schools to which they intend to apply.

Pre-medical and pre-dental students normally take their Medical College Admissions Test (MCAT) or Dental Admissions Test (DAT) in the spring of their junior year and should apply for admission to medical or dental school during the summer prior to their senior year.

### **Other Health Science Fields**

Students interested in attending schools of optometry, osteopathic medicine, podiatry, or chiropractic medicine or who desire to complete a master's degree in physical therapy should major in biology while at Providence. Students who desire to gain entrance into a school of veterinary medicine may find it appropriate to transfer to a university with more specialized courses after two years of study at Providence. All of these schools have particular entrance requirements, including entrance exams; consequently, students should work closely with their biology faculty advisor in their program planning and course selection.

### **Pre-Law**

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

## ***Programs Completed at Other Institutions***

### **Pre-Nursing**

Providence has been granted an articulation agreement with Loma Linda University School of Nursing. Students will take prerequisites required for admission to Loma Linda in addition to a number of core and general education courses at Providence (3-4 semesters). Students who successfully complete the prerequisites may then apply to transfer to the school of nursing for completion of the program in an additional three years of study. A grade point average (GPA) of 3.00 (4.00 scale) for work completed at Providence is required for entrance to the nursing program at Loma Linda. Students who wish to begin the pre-nursing program at Providence first semester of their freshman year must meet the pre-requisites for Biology 205 and Chemistry 201 by taking biology and chemistry as lab sciences in high school, by taking Advanced Placement Biology and Advanced Placement Chemistry or by taking basic biology and chemistry courses at the college level prior to enrolling at Providence. High school physics and advanced mathematics are also recommended.

## **Off-Campus Study Programs**

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

### ***Through Calvin College***

#### **Semester in Britain**

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

#### **Semester in France**

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

#### **Semester in Ghana**

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

### **Semester in Honduras (Spanish Studies)**

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

### **Semester in Honduras (Development Studies)**

This program takes place in Tegucigalpa, the capital of Honduras, and is for students who want a first-hand experience living in a less developed country to prepare for further study or careers in third-world development or missions. The program seeks to integrate faith commitment with academic study. During the semester, students live with Honduran families and attend classes on the campus of the Universidad Pedagógica Nacional. The Calvin program director teaches the development studies classes, and members of the faculty at the Universidad teach the Spanish language classes. (Spring)

### **Semester in Hungary**

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

### **Semester in Spain**

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

### ***Through Covenant College***

#### **Semester in Slovakia**

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

### ***Through Dordt College***

#### **Netherlandic Studies Program in Contemporary Europe (N-SPICE)**

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

## ***Through Trinity Christian College***

### **Semester in Spain**

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

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

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

### **CCCU Domestic Programs**

#### **American Studies Program**

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

#### **Contemporary Music Center**

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

#### **Los Angeles Film Studies Center**

See the Providence communication major for course listings.

## **CCCU International Programs**

### **China Studies Program**

The China Studies Program (CSP) enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese culture firsthand, students participate in seminar courses on the historical, cultural, religious, geographic, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students in learning English or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi'an and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with an increasingly important part of the world in an informed, Christ-centered way. Students earn 15-17 semester hours of credit.

### **Honours Programme-Oxford (CMRS)**

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

### **Latin America Studies Program**

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

### **Middle East Studies Program**

The Middle East Studies Program (MESP), based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern people. In addition to seminars, students study with the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. MESP encourages and equips students to relate to the Muslim world in

an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

### **Oxford Summer Programme**

The Oxford Summer Programme (OSP) is a three-week program of the Council for Christian Colleges and Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who want to do specialized work under expert Oxford academics in the areas of history, religious studies, English, or history of science. OSP is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. Students earn from two to five semester hours of credit.

### **Russian Studies Program**

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

### **International Partners Programs**

#### **Australia Studies Centre for Ministry and the Arts**

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

#### **Uganda Studies Program**

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



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## ACADEMIC DEPARTMENTS AND COURSES

### Description of Courses Offered by the Various Departments

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

### Biblical and Theological Studies (BTS)

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The Bible is God's special revelation of Himself and of His desires for His church. *Sola Scriptura* is one of the key doctrines of the Protestant Reformation. Within the Reformed community the Bible has always been central, on the pulpit in front of church, in the worship service itself, and as the final authority for all faith, thought, and practice. John Calvin described the Bible as divine spectacles through which we view and understand general revelation. In that way, the Bible helps us understand the other parts of the college's curriculum. It is a light for our pathway, thoroughly equipping us for every good work (Psalm 119:105; 2<sup>nd</sup> Timothy 3:15-17).

Among many other options, a major in biblical and theological studies equips one to teach biblical studies, Christian doctrine, and church history in churches, schools, local communities, and around the world. It is also helpful for pre-seminary preparation.

#### Biblical and Theological Studies major (52)

Biblical Studies Survey (12):

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

Biblical and Theological Studies majors must take all of the following (25):

BTS 220	Reformed Doctrine*	3
BTS 305	Hermeneutics	3
BTS 315	History of the Christian Church I	3
BTS 316	History of the Christian Church II	3
BTS 340	Christian Ethics	3
BTS 345	Major World Religions	3
BTS 450	Field Experience	6
BTS 485	Senior Seminar	1

Biblical and Theological Studies majors must take five courses from the following (15):

BTS 321	Pentateuch	3
BTS 322	Historical Books	3
BTS 323	Psalms and Wisdom Literature	3
BTS 324	Prophetic Books	3
BTS 331	Synoptic Gospels and Acts	3

BTS 332	Gospel and Letters of John	3
BTS 333	Paul's Letters	3
BTS 334	General Letters and Revelation	3
BTS 350-60	Systematic Theological Studies (See description)	3
<b>Total Major Credits</b>		<b>52</b>
<b>Core requirements remaining</b>		<b>42</b>
<b>Electives</b>		<b><u>32</u></b>
<b>Total:</b>		<b>126</b>

\* These courses fulfill 15 credits of core requirements, specifically BTS 111, 112, 211, 212 and 220.

**Biblical and Theological Studies minor (21)\***

BTS 111	Old Testament Studies I: Pentateuch and Historical Books*	3
BTS 112	Old Testament Studies II: Psalms, Wisdom Literature*	3
BTS 211	New Testament Studies I: Gospel and Acts*	3
BTS 212	New Testament Studies II: Epistles and Revelation*	3
BTS 220	Reformed Doctrine*	3

Six additional units of upper division Bible and Theological Studies courses.

\* These courses fulfill 15 credits of core requirements, specifically BTS 111, 112, 211, 212 and 220.

**Biblical Languages minor (22)**

GRK 101	Beginning Greek I	4
GRK 102	Beginning Greek II	4
GRK 205	New Testament Greek I	3
GRK 206	New Testament Greek II	3
HEB 101	Introductory Hebrew I	4
HEB 102	Introductory Hebrew II	4

**Biblical and Theological Studies major—Secondary Education (45)**

Biblical Studies Survey (12):

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

Biblical and Theological Studies majors must take all of the following (18):

BTS 220	Reformed Doctrine*	3
BTS 305	Hermeneutics	3
BTS 315	History of the Christian Church I	3
BTS 316	History of the Christian Church II	3
BTS 340	Christian Ethics	3
BTS 345	Major World Religions	3

Biblical and Theological Studies majors must take five courses from the following (15):

BTS 321	Pentateuch	3
BTS 322	Historical Books	3
BTS 323	Psalms and Wisdom Literature	3
BTS 324	Prophetic Books	3
BTS 331	Synoptic Gospels and Acts	3
BTS 332	Gospel and Letters of John	3
BTS 333	Paul's Letters	3
BTS 334	General Letters and Revelation	3
BTS 350-60	Systematic Theological Studies (See description)	3

<b>Total Major Credits</b>		45
<b>Professional Education sequence**</b>		25
<b>Core requirements remaining</b>		42
<b>Electives</b>		<u>14</u>
	<b>Total:</b>	126

\* These courses fulfill 15 credits of core requirements, specifically BTS 111, 112, 211, 212 and 220.

\*\*Please see the Education Department course listings

## COURSES

### 111 Old Testament Studies I: *Pentateuch and Historical Books*

This course deals with 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc.); 2) beginning hermeneutics; 3) the historical framework of the Old Testament with considerable attention given to Old Testament theology and the nature and history of the Covenant. (3 credits)

### 112 Old Testament Studies II: *Psalms, Wisdom Literature, and Prophets*

This course deals with the poetic, wisdom, and prophetic literature of the Old Testament. It begins with an examination of the themes and poetic forms of the Psalms and wisdom literature. The course continues with a study of the books of prophecy, with special attention given to the nature and task of the prophetic office, the manner of interpreting the prophetic books, and their place in and effect upon the history of the Covenant. (3 credits)

### 211 New Testament Studies I: *Gospels and Acts*

This course deals with 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc.); 2) hermeneutics; 3) inter-testament history as background to the gospels; 4) a study of the four Gospels and the book of Acts with special emphasis on the message and ministry of Christ and the fulfillment of the New Covenant in Him, the synoptic concept of the Kingdom, the enlargement of the Covenant to include Gentiles, and the growth of the early church. (3 credits)

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

This course deals with the Pauline and general Epistles in the New Testament, and culminates with a study of the book of Revelation. Special attention is devoted to significant developments in the Pauline era and to the structure of Pauline theology. (3 credits)

**220 Reformed Doctrine**

This course deals with doctrines of the Christian faith on General and Special Revelation, God, Christ and mankind, the Holy Spirit, salvation, the Church, and the last things. The Three Forms of Unity (Belgic Confession of Faith, Canons of Dort, and Heidelberg Catechism) and the Westminster Confession of Faith and Catechisms serve as guidelines and resources. (3 credits)

**305 Hermeneutics**

This course is a study of the methods and principles of biblical interpretation. Various exegetical and hermeneutical approaches are examined, particularly those within the historic Reformed tradition. Prerequisite: BTS 220. (3 credits)

**315 History of the Christian Church I**

This two-semester course is a survey of the history of the Christian church, noting deviations from apostolic faith and practice, the interplay with the political, the great church councils, the crises that emerge, divisions and reunions, and the confluence of forces that determine the complexion of the Christian church today. From Pentecost to the Reformation. (3 credits)

**316 History of the Christian Church II**

This course is a continuation of BTS 315 that deals with the history of the Christian church from the Reformation to the present time. Prerequisite: BTS 315. (3 credits)

**321 Pentateuch**

This course is a biblical-theological analysis of God's covenantal administration of His kingdom during the period covered by the first five books of the Bible. It is both a study of the emergence and formation of the Old Testament canon and a survey of the higher criticism of the books of the Pentateuch. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

**322 Historical Books**

This course is a study of the historical books of the Old Testament and the historical, literary, and theological character of Hebrew narrative. It includes the development of a biblical-theological approach and the exegesis of selected passages. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

**323 Psalms and Wisdom Literature**

This course is a study of the poetical books of the Old Testament and the nature of Hebrew poetry. It includes the development of a biblical-theological approach, a study of genre and contextual analysis of the Psalms, and the exegesis of selected passages. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

**324 Prophetic Books**

This course is a study of the nature and history of the prophetic institution in Israel. Special attention is given to the messianic theme and eschatological patterns. The exegesis of selected passages is included. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

**331 Synoptic Gospels and Acts**

This course is a study of Matthew, Mark, and Luke through Acts. Attention is given to the literary structure of the synoptic Gospels as the key to understanding the life and ministry of Jesus as well as each Gospel's particular theological perspective. The origin and expansion of the New Testament church and the theology of Luke through Acts are addressed. Prerequisite: BTS 212 or permission of the instructor. (3 credits)

**332 Gospel and Letters of John**

This course is a study of the fourth Gospel and 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> John. It considers matters of introduction, historical context, interpretation of major themes, and distinctive theological contributions. Attention is given to the special Father-Son relationship described in the Gospel of John. Prerequisite: BTS 212 or permission of the instructor. (3 credits)

**333 Paul's Letters**

This course is a study of Paul's letters that focuses on their theological and ethical themes, with an emphasis on how these themes are expressed in the diverse contexts of early Christian communities. Prerequisite: BTS 212 or permission of the instructor. (3 credits)

**334 General Letters and Revelation**

This course is a study of the general letters and Revelation. It deals with questions of special introduction and the exegesis of selected passages with a view to establishing the structure and distinctive themes of these books. Prerequisite: BTS 212 or permission of the instructor. (3 credits)

**340 Christian Ethics**

This course outlines a biblical framework for approaching ethical questions and issues. It examines how the Church has addressed ethical questions at different times in history and how contemporary Christians can develop a biblically relevant approach to the issues of our day. Prerequisite: BTS 220. (3 credits)

**345 Major World Religions**

This course is a study of the major non-Christian religions of the world including animism, Buddhism, Hinduism, Islam, Judaism, and Shintoism. Of special concern is the worldview advanced by each religion and its manifestation in society and culture. (3 credits)

**348 World Missions**

This course begins with a study of the biblical bases for mission activity around the world. It then examines the history of mission efforts in other countries, especially those

within the Presbyterian and Reformed traditions. A further examination is made of the current status of missions and the special needs and approaches called for in the 21<sup>st</sup> century. (3 credits)

### **350-360 Systematic Theological Studies**

These courses offer in-depth examination of major doctrines of the Christian faith [such as the Trinity, Christ (Christology), salvation (soteriology), or the church (ecclesiology)]. Focusing on the biblical data, the Reformed formulations will be studied in relation to critical historical developments as well as current discussions. The instructor will determine which doctrinal course will be offered. Prerequisite: BTS 220 (3 credits per course)

**350 Trinity**

**352 Christology**

**354 Soteriology**

**360 Ecclesiology**

### **450 Field Experience**

This course is an internship of twenty hours per week for one semester in an off-campus location that provides students with real-life experience in applying their biblical and theological studies major. Prerequisite: Senior standing as a biblical and theological studies major. (6 credits)

### **485 Senior Seminar**

This seminar meets one hour each week for the purpose of sharing internship experiences, discussing current issues in the field of biblical and theological studies, considering options for graduate study, and assisting students in developing skills for the job-seeking process. Prerequisite: Concurrent enrollment in BTS 450. (1 credit)

## **Biology (BIO)**

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Biology is a study of life, and life is a wonderful gift from God. The Bible speaks of life from the *breath of life* provided by God for mankind in the beginning, to the admonition for God's people to *choose life*, to the promise of *eternal life* for those who claim the name of Christ. The sanctity of life for the young and old and all in-between is a central principle in Scripture. The study of living organisms in all their wonder and complexities can be both a calling and an adventure.

Among many other options, a major in biology equips one for working in the fields of physiology, zoology, botany, and ecology, as a health care provider, a researcher, or a teacher. It is also helpful for pre-med, pre-nursing, and other allied health fields preparation.

### **Biology major (72)**

BIO 112	Principles of Biological Systems*	4
BIO 205	Human Anatomy and Physiology I*	4
BIO 206	Human Anatomy and Physiology II*	4

BIO 225	Ecology	4
BIO 235	Microbiology and Immunology	4
BIO 325	Genetics and Evolution	4
BIO 335	Cell and Molecular Biology	4
BIO 385	Junior Seminar	1
BIO 450	Field Experience	6
BIO 485	Senior Seminar	1
Upper-division biology elective		4

*Cognate courses:*

CHM 121	General Chemistry I*	4
CHM 122	General Chemistry II*	4
CHM 201	Organic Chemistry I *	4
CHM 202	Organic Chemistry II*	4
PHY 121	General Physics I*	4
PHY 122	General Physics II*	4
MAT 161	Calculus I*	4
MAT 243	Statistics*	<u>4</u>

**Total Major Credits** 72

**Core requirements remaining** 47

**Electives** 7

**Total:** 126

\* These courses fulfill 12 credits of core requirements, specifically the life science, physical science, and math requirements.

**Environmental Studies Concentration (12)**

(Through summer courses at Au Sable Institute of Environmental Studies)

**Biology minor (20)**

BIO 111	Principles of Human Biology*	4
BIO 112	Principles of Biological Systems*	4
Biology electives		12

\* These courses fulfill 4 credits of core requirements, specifically the life science requirement.

**Biology major/Secondary Education Concentration (53):**

BIO 111	Principles of Human Biology*	4
BIO 112	Principles of Biological Systems*	4
BIO 225	Ecology	4
BIO 235	Cell and Molecular Biology	4
BIO 325	Genetics and Evolution	4
BIO 335	Microbiology and Immunology	4
BIO 385	Junior Seminar	1
BIO 450	Field Experience	3
BIO 485	Senior Seminar	1

CHM 121	General Chemistry I	4	
CHM 122	General Chemistry II	4	
PHY 121	General Physics I	4	
PHY 122	General Physics II	4	
SCI 114	Concepts of Earth Science*	4	
<i>Cognate course:</i>			
MAT 161	Calculus I*	<u>4</u>	
<b>Total major credits</b>			53
<b>Secondary Education Concentration**</b>			31
<b>Core requirements remaining</b>			43
<b>Electives</b>			<u>0</u>
<b>Total:</b>			127

## COURSES

### 111 Principles of Human Biology

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

### 112 Principles of Biological Systems

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

### 205 Human Anatomy and Physiology I

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

### 206 Human Anatomy and Physiology II

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

### 225 Ecology

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



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

### **235 Microbiology and Immunology**

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

### **325 Genetics and Evolution**

This course is an investigation of the principles of heredity including classical, molecular, cellular, behavioral, and population genetics. Adaptation and natural selection are discussed. Lectures and laboratory. Prerequisite: BIO 112. (4 credits)

### **335 Cell and Molecular Biology**

This course is a study of cell structure and physiology with emphasis on cell organelles, cell physiology, molecular genetic control, and cell division. Lectures and laboratory. Prerequisites: BIO 112. (4 credits)

### **385 Junior Seminar**

This seminar meets one hour each week for the purpose of discussing the nature of scientific research, reviewing scientific publications, becoming familiar with current science-related issues, and seeking biblical insights into dealing, in particular, with the moral and ethical issues of science. Prerequisite: Junior standing as a biology major. (1 credit)

### **450 Field Experience**

This course is an internship of twenty hours per week for one semester in an off-campus location that provides students with real-life experience in applying their biology major. Prerequisite: Senior standing as a biology major. (6 credits)

### **485 Senior Seminar**

This seminar meets one hour each week for the purpose of sharing internship experiences, considering options for graduate study, and assisting students in developing skills for the job-seeking process. The seminar also includes the preparation and writing of a scientific paper for publication. Prerequisite: Concurrent enrollment in BIO 450. (1 credit)

## **Business Administration (BUS)**

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

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

**Business Administration major (60)**

BUS 111	Business Mathematics	3
BUS 201	Principles of Accounting I	3
BUS 202	Principles of Accounting II	3
BUS 205	Principles of Management	3
BUS 206	Principles of Marketing	3
BUS 207	Human Resource Management	3
BUS 225	Introduction to Finance	3
BUS 301	Business Law	3
BUS 330	International Business and Economics	3
BUS 385	Strategic Management	3
BUS 396	Business Research	3
BUS 450	Field Experience	6
BUS 485	Senior Seminar	1
 <i>Cognate courses:</i>		
COM 111	Foundations of Communication	3
CPS 105	Computing with Spreadsheets	1
CPS 106	Computing with Databases	1
CPS 107	Computing Presentation	1
ECO 211	Microeconomics*	3
ECO 212	Macroeconomics*	3
MAT 131	Pre-Calculus*	4
MAT 243	Statistics*	4
<b>Total Major credits</b>		<b>60</b>
<b>Core requirements</b>		<b>52</b>
<b>Electives</b>		<b>14</b>
<b>Total:</b>		<b>126</b>

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

**Business Administration minor (18)**

BUS 201	Principles of Accounting I	
AND/OR		3 or 6
BUS 202	Principles of Accounting II	
BUS 205	Principles of Management	3
BUS 206	Principles of Marketing	3
BUS 301	Business Law	3
 <i>Cognate course(s):</i>		
ECO 211	Microeconomics	
AND/OR		3 or 6
ECO 212	Macroeconomics	

**COURSES**

**111 Business Mathematics**

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

**201 Principles of Accounting I**

This course is a study of the fundamental principles of financial accounting as applied to proprietorships and partnerships. Coverage includes the theory of debits and credits, the accounting cycle, income statement and balance sheet presentation, special journals, accounting for service and merchandising enterprises, cash receivables, inventories, temporary investments, plant assets, payroll, notes payable, other current liabilities, and intangible assets. Prerequisite: BUS 111 or MAT 131. (3 credits)

**202 Principles of Accounting II**

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

**205 Principles of Management**

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

**206 Principles of Marketing**

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

**207 Human Resource Management**

This course introduces students to the role that Human Resource Management (HRM) plays in organizational settings. Course content is geared toward developing the foundational body of knowledge required of entry-level HRM practitioners and is organized around the four core areas of HRM expertise: recruitment and staffing, employee and organizational development, compensation and benefits administration, and labor relations. Prerequisite: BUS 205. (3 credits)

- 225 Introduction to Finance**  
This course is a survey of financial management including the financial marketplace, performance evaluation, and determinants of securities evaluation, risk and return analysis, capital investment decisions, and cost of capital. Prerequisite: BUS 202. (3 credits)
- 301 Business Law**  
This course is an introduction to applied principles of business law, based on case studies of contracts, negotiable instruments, agency, sales, bailments, and the transfer of real and personal property by individuals, partnerships, and corporations. Prerequisite: BUS 205. (3 credits)
- 330 International Business and Economics**  
This course is a study of the special problems associated with doing business across national borders, with emphasis on the economic basis for trade and the impact of religious, cultural, and political environments on business practice. The course includes evaluating from a Christian perspective the management, marketing, and financial practices of multinational corporations. Prerequisite: BUS 206. (3 credits)
- 385 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)
- 396 Business Research**  
This course focuses on the gathering and interpreting of customer, market, and business information in solving business problems through the use of current research methods. Emphasis is placed on developing hands-on experience with questionnaire development, focus group research, and other practical research methodologies. Prerequisites: BUS 206, CPS 105-7, MAT 243 and junior standing. (3 credits)
- 450 Field Experience**  
This course is an internship of twenty hours per week for one semester in an off-campus location that provides students with real-life experience in applying their business administration major. Prerequisite: Senior standing as a business administration major. (6 credits)
- 485 Senior Seminar**  
This seminar meets once each week for the purpose of sharing internship experiences, discussing current issues in business, considering options for graduate study, and assisting students in developing skills for the job-seeking process. Prerequisite: Concurrent enrollment in BUS 450. (1 credit)

## Chemistry (CHM)

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### Chemistry minor (20)

CHM 121	General Chemistry I*	4
CHM 122	General Chemistry II*	4
CHM 201	Organic Chemistry I	4
CHM 202	Organic Chemistry II	4
PHY 121	Physics I*	4

\*These courses fulfill the physical science requirement.

### COURSES

#### **121 General Chemistry I**

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

#### **122 General Chemistry II**

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

#### **201 Organic Chemistry I**

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

#### **202 Organic Chemistry II**

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

#### **205 Biochemistry**

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

## Chinese (CHN)

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### COURSES

#### 101 Introductory Chinese I

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

#### 102 Introductory Chinese II

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

## Communication (COM)

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Effective communication is an essential tool for carrying out both the Cultural Mandate and the Great Commission. Skills in verbal and visual communication are necessary for 21<sup>st</sup> Century prophets to share the truth that sets people free, for 21<sup>st</sup> Century priests to bring healing to damaged and broken relationships, and for 21<sup>st</sup> Century kings to administer in a wise and just manner. In a day in which the “medium is the message” and “image is everything,” a Christ-honoring approach to communication is a vital part of the Christian calling, for “How can they hear without someone communicating the message?”

A major in communication equips one for speaking and writing publicly and professionally, and for communicating through the visual arts. Concentrations in journalism and film studies are available.

#### **Communication major (37 or 38)**

COM 101	Communication: Speaking and Listening*	3
COM 111	Foundations of Communication	3
COM 231	Mass Media and Society	3
COM 301	Communication Theory	3
COM 333	Communication Ethics	3
COM 485	Senior Seminar	<u>1</u>

Students select *one* of the following concentrations:

#### **Journalism concentration**

COM 241	Introduction to Journalism	3
COM 242	Print Journalism	3
COM 243	Broadcast Journalism	3
COM 256	Advanced Reporting	3
COM 450	Field Experience	6

*Cognate course:*

ENG 321	Advanced Expository Writing I	<u>3</u>	21
<b>Total Journalism concentration credits</b>			21
<b>Total general major credits</b>			16
<b>Core requirements remaining</b>			55
<b>Electives</b>			<u>34</u>
<b>Total:</b>			126

**Film Studies concentration**

COM 234	Aesthetics of Film	3	
C-LA 340	Film Industry Symposium	1	
C-LA 360	Faith, Film, and Culture	3	
C-LA 451	Internship: Inside the Film Industry	6	
<i>Choose three of the classes listed below:</i>			
C-LA 380	Introduction to Filmmaking	3	
C-LA 382	Screenwriting	3	
C-LA 384	Seminar in Producing the Independent Film	3	
C-LA 386	Acting in the Film Industry	<u>3</u>	
<b>Total Film Studies concentration credits</b>			22
<b>Total general major credits</b>			16
<b>Core requirements remaining</b>			55
<b>Electives</b>			<u>33</u>
<b>Total:</b>			126

\* This course fulfills 3 credits of core requirements.

**Communication minor (21)**

COM 101	Communication: Speaking and Listening*	3	
COM 111	Foundations of Communications	3	
COM 231	Mass Media and Society	3	
COM 301	Communication Theory	3	
COM 333	Communication Ethics	3	
Communication electives		6	

\* This course fulfills 3 credits of core requirements.

**COURSES**

**101 Communication: *Speaking and Listening***

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

**111 Foundations of Communication**

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

**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. Prerequisite: COM 111. (3 credits)

**234 Aesthetics of Film**

This course examines the influence of technique on film as an art form and on the audience as viewer and participant. Students also examine the interrelationship of technique and content as it expresses directorial and cultural concerns. Students view and critique films seen inside and outside of class. Prerequisite: COM 111. (3 credits)

**241 Introduction to Journalism**

This course is an introduction to reporting and writing news for the print and broadcast media. It includes practice in writing several types of news stories, an overview of the historical and cultural foundations of journalism, and a critical examination of the theoretical foundations of journalism. Prerequisite: COM 111. (3 credits)

**242 Print Journalism**

This course introduces students to interviewing, editing, in-depth reporting, critical and feature writing, developing headlines and titles, and copyediting. It explores ways that text and design work together and provides practice in production and layout. Prerequisite: COM 241.

**243 Broadcast Journalism**

This course is a study of journalism for the broadcast media, including news gathering, writing, editing, and presenting broadcast news. Prerequisite: COM 241. (3 credits)

**256 Advanced Reporting**

This course is a study of project reporting, including public affairs and investigative reporting. Students are introduced to and gain experience in advanced research technique, including computer-assisted reporting and the use of the Freedom of Information Act. The relationship of the First Amendment is explored. Prerequisite: COM 241. (3 credits)

**301 Communication Theory**

This course is an overview of theoretical perspectives on the dimensions and forms of communication in diverse contexts such as interpersonal, group, organizational, and rhetorical. Prerequisite: COM 111. (3 credits)

**333 Communication Ethics**

This course examines the ethical and moral dimensions of human communication, exploring dilemmas in interpersonal, group, and mediated communication, with special reference to problems encountered in communications professions. Biblical criteria are used in the critique of these issues. Case studies serve as resources for study and discussion. Prerequisite: COM 111 and PHL 101. (3 credits)

**450 Field Experience**



This course is an internship of twenty hours per week for one semester in an off-campus location that provides students with real-life experience in applying their communication major. Prerequisite: Senior standing as a communication major. (6 credits)

### **485 Senior Seminar**

This seminar meets one hour each week for the purpose of sharing internship experiences, discussing current issues in the field of communication, considering options for graduate study, and assisting students in developing skills for the job-seeking process. Prerequisite: Concurrent enrollment in COM 450. (1 credit)

## ***Los Angeles Film Studies Center***

### **340 Film Industry Symposium**

This course consists of a series of lecture/discussions focused on the development and integration of a Christian worldview as it relates to the entertainment industry. Students are expected to engage in the interactive events, as well as submit a summary paper. Topics include such varied titles as “A Theology of the Film Industry,” “Ethics in the Entertainment Business,” and “Practicing Christianity in the Film Industry.” Topics may change from semester to semester, as do the selected speakers. (1 credit)

### **360 Faith, Film, and Culture**

This course is a study of the relationship between film and popular culture, with emphasis on Christianity’s role in these arenas. It examines how faith, film, and culture mutually influence one another. It includes an overview of the historical relationship between the church and the movies, an understanding of a theology of the arts, a cultural studies approach to the nature of the arts in popular culture, and the Christian’s role in identifying, discerning, and ultimately influencing movie content. (3 credits)

### **380 Introduction to Filmmaking**

This course is an introduction to the theory and practice of motion picture filmmaking. Topics include familiarity with filmmaking equipment, basic motion picture techniques, converting ideas to images, the use of lighting, sound, and editing in film, and the role of acting, directing, and good storytelling in the filmmaking process. Students work in small groups to make several short Super 8mm and digital video films that demonstrate their faith in content and process. (3 credits)

### **382 Screenwriting**

This course is an introduction to contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students strive to complete a full-length screenplay for a feature film or “movie-of-the-week.” Emphasis is given to the role of Christian faith and values as they relate to script content. (3 credits)

### **384 Seminar in Producing the Independent Film**

This course is an introduction to the process of producing an independent feature film. Topics include legal structures, business plans, pre-production activities such as scheduling and budgeting, and an overview of the producer’s role in production, post-production, and distribution. Attention is given to the Christian’s unique contribution to producing. (3 credits)

### **386 Acting in the Film Industry**

This course is an introduction to the practice and process of acting in the entertainment arena. Topics include the role of agents, managers, casting directors, and the unions, equity waiver theaters and showcases, photos and resumes, and an exploration of the audition process used for commercials, live theater, film, and television. The class provides a limited number of both off and on camera acting exercises. Attention is also given to the unique role and demands that the acting profession places on the Christian actor. (3 credits)

### **451 Internship: *Inside the Film Industry***

This course is an internship in some aspect of the film or television industry. These are nonpaying positions in an office setting such as development companies, agencies, personal management companies, and production offices. Students work 20-24 hours a week throughout the length of the semester. The internships do not include positions on actual filmmaking locations. Instead, students work in offices as support personnel to producers, writers, directors, agents, post-production personnel, and others involved in the total process of producing and distributing a major motion picture. The LAFSC provides interns to many of the major companies within the film industry. (6 credits)

## **Computer Science (CPS)**

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### **COURSES**

#### **105 Computing with Spreadsheets**

This course is an introduction to numerical computation using spreadsheets, including basic operations, graphs and charts, decision-making, data management, and macros. Prerequisite: Computer literacy. (1 credit)

#### **106 Computing with Databases**

This course is an introduction to information processing with databases. It introduces table structure, keys, queries, reports, and the relational data base model. Prerequisite: Computer literacy. (1 credit)

#### **107 Computing Presentation**

This course is an introduction to the use of presentation software and desktop publishing software. Students will use current software packages to create presentation materials, newsletters, and brochures of publication quality. In addition to the mechanics of using the packages, layout and composition issues will be addressed. Prerequisite: Computer literacy. (1 credit)

## Cultural Studies (CUL)

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In the beginning God gave mankind the task of cultural unfolding and development according to His norms for creation. Civilizations have always existed that are, to some degree, both faithful and unfaithful to these norms. Every culture has a religious center from which all other facets of the culture find direction. In this way, each culture is unified in expressing its particular faith direction through its arts, politics, businesses, and other avenues. It is important to understand with discernment the religious nature of cultures and to appreciate the common grace contributions made by them. It is imperative for the cause of Christ that Christians who interface cross-culturally understand the people with whom they come in contact.

A major in cultural studies equips one for service, ministry, working, and living in a culture that differs from one's own.

### **Cultural Studies major (43 or 45)**

SOC 153	Cultural Anthropology	3
EDU 203	Student Diversity and Variability	3
GEO 205	World Geography	3
BTS 250	World Missions	3
BTS 345	Major World Religions	3
BUS 330	International Business and Economics	3
CUL 450	Field Experience	6
CUL 485	Senior Seminar	1

Students select *one* of the following concentrations:

### **Regional concentration—Latin America**

SPN 101	Introductory Spanish I	4	
SPN 102	Introductory Spanish II	4	
OR			
SPN 201	Intermediate Spanish I	3	
SPN 202	Intermediate Spanish II	3	
HIS 325	Latin American History and Politics I	3	
HIS 326	Latin American History and Politics II	3	
HUM 327	The Humanities in Latin America	3	
SOC 345	Latino Culture in America	<u>3</u>	
<b>Total Latin America concentration credits*</b>		18	20
<b>Total major credits</b>		25	25
<b>Core requirements remaining</b>		58	58
<b>Electives</b>		<u>25</u>	<u>23</u>
<b>Total:</b>		126	126

\* Number of credits depends on the level of Spanish completed

### **Regional concentration—East Asia**

CHN 101	Introductory Chinese I**	4
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CHN 102	Introductory Chinese II	4
HIS 335	East Asian History and Politics I	3
HIS 336	East Asian History and Politics II	3
HUM 337	The Humanities in East Asia	3
SOC 355	Asian Culture in America	<u>3</u>
<b>Total East Asia concentration credits</b>		20
<b>Total major credits</b>		25
<b>Core requirements remaining</b>		58
<b>Electives</b>		<u>23</u>
<b>Total:</b>		126

\*\* Other East-Asian languages may be taken elsewhere and transferred to Providence on the condition that they meet the college's criteria for transfer credits.

### **Study Abroad Options (16)**

#### ***Calvin College Programs***

Development Study in Honduras

Spanish Studies in Honduras

Study in China

### **Cultural Studies minor (18)**

SOC 153	Cultural Anthropology	3
EDU 203	Student Diversity and Variability	3
GEO 205	World Geography	3
BTS 250	World Missions	3
BTS 345	Major World Religions	3
BUS 330	International Business and Economics	3

## **COURSES**

### **450 Field Experience**

This course is an internship of twenty hours per week for one semester in an off-campus location that provides students with real-life experience in applying their cultural studies major.

Prerequisite: Senior standing as a cultural studies major. (6 credits)

### **485 Senior Seminar**

This seminar meets one hour each week for the purpose of sharing internship experiences, discussing current issues in the field of cultural studies, considering options for graduate study, and assisting students in developing skills for the job-seeking process. Prerequisite: Concurrent enrollment in CUL 450. (1 credit)

## **Economics (ECO)**

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### **COURSES**

#### **211 Microeconomics**

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

### **212 Macroeconomics**

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

## **Education (EDU)**

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

The professional education sequence at Providence Christian College is specially designed to equip students for teaching in a manner that exalts the person and lordship of Jesus Christ and is central to all thought and practice. The goal of the program is to give students experience where possible in regional Christian schools, both urban and suburban, under the mentoring guidance of Christian master teachers. The teacher education program begins with foundation courses in the history and philosophy of Christian education, the nature and nurture of children, curriculum, the writing and teaching of integral units. Throughout the program students will be given opportunities to observe and serve in local schools under Christian teachers. The program culminates in a field experience during their senior year in which students will spend a significant time in a classroom with a master, Christian teacher. The goal of the program is to prepare students to teach in a biblically faithful, kingdom-advancing, and God-glorifying manner in such a way that "teaching Christianly" will have become second nature to them.

Students may choose to prepare for teaching either at the elementary (K-8) or secondary (6-12) level. Those who choose to teach at the elementary level are to take the liberal studies major with a concentration in elementary education for professional training. Those who choose the secondary level are to major in biblical and theological studies, English, history, or science and take the professional education sequence for secondary education. Teaching minors are available in communication, English, history, math and biblical and theological studies.

Students who desire to be certified as a teacher through the state of California should, upon completion of the teacher education program and their Providence BA degree, enroll in a fifth year credential program at a college or university approved by the California Commission on Teacher Credentialing to fulfill requirements for the Five-Year Preliminary Teaching Credential.

Providence has established articulation agreements with a number of Christian colleges with teacher credentialing programs so our students can enroll in these programs directly following graduation from Providence. Students who plan to teach in a state other than California should check on the credential requirements of that state.

**Professional Education sequence (all Liberal Studies/Elementary Education majors and those interested in secondary education must take the following courses) (25):**

EDU 101	Foundations of Education	3
EDU 201	Developmental Psychology: The Nature of Students*	3
EDU 202	Education Psychology: The Nurture of Students	3
EDU 203	Student Diversity and Variability	3
EDU 301	Curriculum Structure and Development	3
EDU 345	Technology for Educators	3
EDU 351	Instructional Strategies (Elementary)	
OR		3
EDU 352	Instructional Strategies (Secondary)	
EDU 450	Field Experience	3
EDU 485	Senior Seminar	1

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

**Elementary concentration**

Liberal Studies major**	75
Professional Education sequence	25
Elementary Education concentration	17
Electives	<u>9</u>
<b>Total:</b>	<b>126</b>

\*\*The courses in this major fulfill all of the core requirements. Please see the Liberal Studies major for requirements.

*Elementary Education Cognate courses (17):*

ENG 310	The Teaching of Reading	3
ENG 315	Language Arts for the Elementary Grades	3
HIS 350	History of California	3
HPE 335	Health and Physical Fitness for the Elementary Grades	1
HUM 352	Art and Drama in the Elementary Grades	2
MAT 320	Mathematics for the Elementary Grades	3
MUS 331	Music in the Elementary Grades	2

**Secondary concentration**

Content major (See single subject major descriptions)***	33-48
Professional Education sequence	25
Secondary Education concentration	6
Core requirements remaining	42-51
Electives	<u>4-20</u>
<b>Total:</b>	<b>126</b>

\*\*\*Credit numbers vary based on the chosen content major. Those interested in secondary education may major in the following: Biblical and Theological Studies, Biology, English, or History.

*Secondary Education Cognate courses (6):*

ENG 313	Teaching Reading in the Content Areas	3
HIS 350	History of California	3

**Education minor—Non-teaching (18)**

EDU 101	Foundations of Education	3
EDU 201	Developmental Psychology: The Nature of Students****	3
EDU 202	Educational Psychology: The Nurture of Students	3
EDU 301	Curriculum Structure and Development	3
Two education electives- at least one course 300 level or higher		6

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

## COURSES

### **101 Foundations of Education**

This introductory course provides a context for the educational enterprise. The Bible is examined to determine biblical norms for education, and a philosophy of education based on these norms is developed. Comparisons are then made with other philosophical perspectives on education. The history and variations of the Christian school movement are explored. An answer is sought to the question: Is God calling me to be a teacher? (3 credits)

### **201 Developmental Psychology: The Nature of Students**

This course answers the ontological question: Who is the student? Anthropology of the student is developed that emerges from or is in harmony with the Bible. Developmental characteristics for each age level are examined, including the spiritual, moral, emotional, cognitive, physical, and social. Potential differences related to gender and in mental ability, talents and gifts, and learning styles are explored. Prerequisite: PHL 101. (3 credits) (Cross-listed as PSY 201)

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

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

### **203 Student Diversity and Variability**

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

### **301 Curriculum Structure and Development**

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 then explores the ways in which curriculum can reflect the nature of the world of reality, where "in Christ all things hold together." Special emphasis will be placed on equipping students to be able to write integrated unit and lesson plans in light of the school's mission statement, core values, and overall curriculum. Prerequisite: EDU 101. (3 credits)

### **345 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)

### **351 Instructional Strategies (Elementary)**

This course develops instructional strategies for elementary (K-8) teachers in the teaching of Bible, social studies, mathematics, and science. 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 that students learn/know, and the unique dispositions of the teacher. Prerequisites: EDU 301. (3 credits)

### **352 Instructional Strategies (Secondary)**

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

### **450 Field Experience**

Students are placed for a one-semester internship within a school that provides them the opportunity to practice what they have been taught in the Teacher Education Program at Providence Christian College. During this internship the students observe, interact with, and learn from a full-time teacher. The students collect information over the semester culminating in a research paper as assigned by the instructor. Co-requisites: EDU 485. (3 credits)

### **485 Senior Seminar**

This seminar meets one hour each week for the purpose of sharing internship experiences, discussing current issues in education, considering options for graduate study, and assisting students in developing skills for the job-seeking process. Co-requisite: EDU 450. (1 credit)

## **English (ENG)**

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Language deals with words, a primary medium of communication. God has communicated to us through words: the word for creation (Hebrews 1:3), the Word in Scripture (2<sup>nd</sup> Timothy 2:15, 3:16-17), and the Word Incarnate (John 1:1). Words are important instruments for advancing the



kingdom of God, for fulfilling the Cultural Mandate, and for sharing the good news of Jesus Christ. Words communicate facets of creation, relationships between people, and cultural expressions. Words are part of being human—being human image bearers of God.

A major in English equips one to work with words, as a teacher, a writer, a speaker, an editor, or as one who simply appreciates the craftsmanship of the written word.

**English major (43)**

ENG 101	Composition: Writing and Research*	3	
ENG 201	Introduction to Literature*	3	
ENG 211	American Literature I	3	
ENG 212	American Literature II	3	
ENG 221	British Literature I	3	
ENG 222	British Literature II	3	
ENG 231	Linguistics	3	
ENG 321	Advanced Expository Writing I	3	
ENG 322	Advanced Expository Writing II	3	
ENG 345	Shakespeare	3	
ENG 351	Non-Western Literature	3	
	English Elective	3	
ENG 450	Field Experience	6	
ENG 485	Senior Seminar	<u>1</u>	
<b>Total major credits</b>			43
<b>Core requirements remaining</b>			52
<b>Electives</b>			<u>31</u>
<b>Total:</b>			126

\* These courses fulfill 6 credits of core requirements.

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

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

<b>English Major Requirements</b>	43
<b>Core Requirements remaining</b>	52
<b>Secondary Education Requirements*</b>	<u>31</u>
<b>Total:</b>	126

\* Please see the Education Department course listings

**English minor—Literature concentration (21)**

ENG 101	Composition: Writing and Research*	3
ENG 201	Introduction to Literature*	3
ENG 211	American Literature I	3
ENG 212	American Literature II	3
ENG 221	British Literature I	3
ENG 222	British Literature II	3
ENG 351	Non-Western Literature	3

\* These courses fulfill 6 credits of core requirements.

## **COURSES**

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

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

### **101 Applied Communication: *Writing and Speaking***

In this course students learn to communicate in the college setting through formal writing and public speaking. The course includes the research, writing, and presentation of formal papers. In doing so, students become aware of writing as a process of generating and researching ideas, peer review, editing, and revising. The course includes a review of traditional grammar and principles of usage and style. It also introduces students to the various presentation options available. Prerequisite: Scores on the ACT of 18 in English or 460 in Verbal on the SAT, or three years of college preparatory English in high school with grades of C+ or above, or a grade of C or above in English 100. (3 credits)

### **201 Introduction to Literature**

This course involves a study of selected literary works 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 roles of imaginative literature in shaping and reflecting culture. An overarching concern is how Christians can take a distinctive approach to this area of human culture. (3 credits)

### **211 American Literature I**

This course is a chronological study of representative works of the American literary landscape with special attention to various movements from colonial literature through realism. The course examines the difficult questions and struggles of human experience as they have been expressed in numerous literary genres from the beginnings of American cultural history. Prerequisite: ENG 201. (3 credits)

### **212 American Literature II**

This course is a chronological study of representative works of American literature with special attention paid to various movements from late realism to the present. Students reflect upon contemporary cultural issues through this survey of historical and artistic works. Prerequisite: ENG 201. (3 credits)

### **221 British Literature I**

This course surveys major works of British literature from its beginnings to the late eighteenth century. Prerequisite: ENG 201. (3 credits)

### **222 British Literature II**

This course surveys major works of British literature from the late eighteenth century to the present. Prerequisite: ENG 201. (3 credits)

### **231 Linguistics**

This course is an introduction to modern linguistics, particularly generative-transformational grammar. It focuses on the nature of language and the major components of grammar: phonology, morphology, and syntax. Much time is devoted to analysis of languages. (3 credits)

### **310 The 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. Prerequisite for elementary education majors: EDU 202. (3 credits)

### **312 Children's Literature**

This course explores the vast resources in children's literature and demonstrates appropriate ways of making literature a delight for young children. Prerequisite for elementary education majors: EDU 202. (3 credits)

### **313 Teaching Reading in the Content Areas**

This course is a study of the reading process as it relates to the secondary school curriculum, an analysis of the factors that enhance or impede comprehension of content area reading materials, a presentation of reading and study skills common to all content areas, an analysis of reading and study skills required in specific content areas, a review of formal and informal tests of student reading levels, and an introduction to interpretation of test scores for screening and determining student reading needs. Prerequisite for elementary education majors: EDU 202. (3 credits)

### **315 Language Arts for the Elementary Grades**

This course presents reading as a language art and demonstrates the relationship of language arts to the various subjects in the elementary school. Students learn strategies and techniques for assessing and differentiating instruction to meet the wide range of reading and writing levels found in elementary classrooms. Prerequisite for elementary education majors: EDU 310. (2 credits)

### **321 Advanced Expository Writing I**

This course introduces students to types of non-fiction writing frequently sought by magazines and journals. Major assignments include the interview, the narrative essay, the review, and the personal narrative. In addition to writing, students are asked to read and respond to various types of non-fiction writing, both essays and longer works. Significant class time is devoted to a workshop format, with students reading and discussing their own work. Prerequisite: ENG 101. (3 credits)

### **322 Advanced Expository Writing II**

This course seeks to assist students in writing with clarity, grace, and power. To achieve this goal they write expository essays, hone research skills, work style exercises, and critique one

another's papers. Argumentative and explanatory prose is emphasized. Prerequisite: ENG 321. (3 credits)

### **345 Shakespeare**

This course is a study of the major works of William Shakespeare. Prerequisite: ENG 201. (3 credits)

### **351 Non-Western Literature**

This course is an historical survey of significant works of literature from cultural regions other than the West. Prerequisite: ENG 201. (3 credits)

### **450 Field Experience**

This course is an internship of twenty hours per week for one semester in an off-campus location that provides students with a real-life experience in applying their English major. Prerequisite: Senior standing as an English major. (6 credits)

### **485 Senior Seminar**

This seminar meets one hour each week for the purpose of sharing internship experiences, discussing current issues in the field of English, considering options for graduate study, and assisting students in developing skills for the job-seeking process. Prerequisite: Concurrent enrollment in ENG 450. (1 credit)

## **Geography (GEO)**

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### **COURSES**

#### **205 World Geography**

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

## **Greek (GRK)**

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### **COURSES**

#### **101 Beginning Greek I**

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

#### **102 Beginning Greek II**

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

### **205 Intermediate Greek I**

This course includes a reading of the Gospel of Mark with attention to the parallel passages in the other Gospels. A study is made of the special features of Hellenistic Greek. The significance of lexical and syntactical detail for the interpretation of the text is emphasized. Prerequisite: GRK 102. (3 credits)

### **206 Intermediate Greek II**

This course is a continuation of GRK 205. It involves a study of some of Paul's letters. Prerequisite: GRK 205. (3 credits)

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

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### **COURSES**

#### **Personal Health Fitness**

##### **101 Walking/Jogging**

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

##### **102 Racquetball**

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

##### **103 Basketball**

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

##### **104 Fitness & Wellness**

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

##### **105 Cycling**

TBA

##### **106 Aerobic Exercise**

TBA

**107 Weight training**  
TBA

**108 Lap swimming**  
TBA

**109 In-line skating**  
TBA

### **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**  
TBA

**116 Outdoor Adventure: Hiking & Backpacking**

This course introduces the leisure and lifetime concept by exploring the various elements of hiking and backpacking including gear selection, food preparation, first aid and safety, and trip planning

**117 Skiing**  
TBA

**118 Sailing**  
TBA

### **Team Sports**

HPE 120 Soccer  
HPE 121 Baseball  
HPE 122 Softball

**Other courses:**

**335 Health and Physical Fitness for the Elementary Grades**

This course focuses on the health program within the elementary school, basic motor learning through sequential movement education principles, childhood growth and development, and their significance to the overall learning and development of elementary age children. Prerequisite for elementary education majors: EDU 202. (1 credit)

**Hebrew (HEB)**

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**COURSES**

**101 Introductory 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. (4 credits)

**102 Introductory Hebrew II**

This course is a continuation of HEB 101. Prerequisite: HEB 101. (4 credits)

**History (HIS)**

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History is mankind's story of cultural unfolding and development in time and place and is to be viewed in the light of God's creational norms for society and culture. Ideas, beliefs, and values throughout history can be examined for their degree of faithfulness to norms found in God's Word. History offers context and perspective. History, along with philosophy and theology, serves as one of the synoptic disciplines through which one can gain an integral understanding of reality. The past informs the present—lessons can be learned. Individual and national identities are clarified through a study of the past. And, God's providential faithfulness to his church throughout all ages becomes evident through a study of history.

A major in history equips one for teaching, government service, and any field that requires higher-level thinking and perspective.

**History major (48)**

*Required Courses for Major (21):*

HIS 111	Western Civilization in a Global Context I*	3
HIS 112	Western Civilization in a Global Context II*	3
HIS 200	Introduction to Historical Studies	3
HIS 211	America: Early Encounters to 1865*	3
HIS 212	America and the Modern World- 1865 to Present*	3
HIS 300	Historiography	3

HIS 400	Senior research Seminar	3
<i>Electives in Major (27):</i>		
<i>One European History Elective from the following:</i>		3
HIS 265	Early Modern Europe	
HIS 266	Nineteenth Century Europe	
HIS 267	Twentieth and Twenty-first Century Europe	
<i>One American History Elective from the following:</i>		3
HIS 352	Early American Republic	
HIS 355	Religion in America	
<i>One Non-Western History Elective from the following:</i>		3
HIS 325	Latin American History and Politics I	
HIS 326	Latin American History and Politics II	
HIS 335	East Asian History and Politics I	
HIS 336	East Asian History and Politics II	
<i>Two Open Electives in History from the following:***</i>		6
Any History courses listed above		
HIS 315	History of the Christian Church I	
HIS 316	History of the Christian Church II	
HIS 350	History of California	
<i>Four History/Cognate Electives from the following:***</i>		12
Any History courses listed above		
BTS 345	Major World Religions	
ECO 211	Microeconomics**	
ECO 212	Macroeconomics**	
ENG 211	American Literature I	
ENG 212	American Literature II	
ENG 221	British Literature I	
ENG 222	British Literature II	
ENG 351	Non-Western Literature	
GEO 205	World Geography**	
HUM 327	The Humanities in Latin America	
HUM 337	The Humanities in East Asia	
POL 201	American Government and Politics**	
SOC 101	Principles of Sociology	
SOC 153	Cultural Anthropology	
<b>Total major credits</b>		48
<b>Core requirements remaining</b>		46
<b>Electives</b>		<u>32</u>
<b>Total:</b>		126

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



\*\* Students planning on seeking a teaching credential should take GEO 205, POL 201 and at least one course in economics as cognates.

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

**History Major/Secondary Education Concentration (79)**

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

<b>History Major</b>	48
<b>Core Requirements remaining</b>	46
<b>Secondary Education Requirements*</b>	31
<b>Elective</b>	<u>1</u>
<b>Total:</b>	126

\*Please see the Education Department listing.

**History minor (24)**

HIS 111	Western Civilization in a Global Context I*	3
HIS 112	Western Civilization in a Global Context II*	3
HIS 200	Introduction to Historical Studies	3
HIS 211	America: Early Encounters to 1865*	3
HIS 212	America and the Modern World 1865-Present *	3
HIS 300	Historiography	3
Electives		6

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

**COURSES**

**111 Western Civilization in a Global Context I: Ancient societies to the 16<sup>th</sup> century**

This course surveys the development of Western civilization in the broader context of world civilizations. Beginning with ancient civilizations and the growth of cities, the course examines classical civilizations of the Mediterranean world, the origins and growth of Christianity in late antiquity and the Middle Ages, and worldwide implications of the cultural, religious, and economic transformations of the 1500s. Cultural encounters through war, trade, and religion will be emphasized, as well as the integral nature of cultural development. (3 credits)

**112 Western Civilization in a Global Context II: Since the 16<sup>th</sup> century**

This course surveys the development of Western civilization beginning with emergence of the secular state and colonial expansion of Europe. The course will examine the French Revolution, the development of ideologies and their impact on the wider world, the intellectual, cultural, and political conflicts of the twentieth century, and globalization. The interaction of European and non-Western cultures will be emphasized, as well as the integral nature of cultural development. (3 credits)

**200 Introduction to Historical Studies**

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

### **211 America: Early Encounters to 1865**

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

### **212 America and the Modern World- 1865 to Present**

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

### **265 Early Modern Europe**

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

### **266 Nineteenth Century Europe**

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

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

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

### **300 Historiography**

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

### **315 History of the Christian Church I**

This two-semester course is a survey of the history of the Christian church, noting deviations from apostolic faith and practice, the interplay with the political, the great church councils, the crises that emerge, divisions and reunions, and the confluence of forces that determine the

complexion of the Christian church today. From Pentecost to the Reformation. (Cross-listed as BTS 315) (3 credits)

### **316 History of the Christian Church II**

This course is a continuation of HIS 315 that deals with the history of the Christian church from the Reformation to the present time. (Cross-listed as BTS 316) (3 credits)

### **325 Latin American History and Politics I**

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

### **326 Latin American History and Politics II**

This course is a continuation of HIS 325. (3 credits)

### **335 East Asian History and Politics I**

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

### **336 East Asian History and Politics II**

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

### **350 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: HIS 211 and 212. (3 credits)

### **352 Early American Republic**

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

### **355 Religion in America**

This course is a historical and theological survey of religious faith and practice in the United States from the colonial era to the present. Prerequisite: HIS 211 and 212 (3 credits)

### **400 Senior Research Seminar**

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

#### **450 Field Experience**

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

## **Humanities (HUM)**

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### **COURSES**

#### **101 Reformed Perspectives on Calling and Culture**

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

#### **327 The Humanities in Latin America**

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

#### **337 The Humanities in East Asia**

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

#### **352 Art and Drama in the Elementary Grades**

This course demonstrates the relationship of the fine and performing arts to other subjects within the elementary school. A special emphasis is placed on the integration of art and drama into the broader curriculum. Prerequisite for elementary education majors: EDU 202. (2 credits)

## **Liberal Studies**

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

The liberal studies major takes advantage of a comprehensive core requirement for graduation by incorporating the entire core in the major and then supplementing it with several other courses. Because of the inclusion of the core requirements, however, students must have a subject concentration.

*Elementary certification:* The major in liberal studies fulfills the content requirements for teaching at the elementary level. This program along with the public school supplement (see Education offerings) will prepare students who plan to attend a fifth-year program at another college or university leading to California public elementary school certification (i.e., California multiple subject credential).

**Liberal Studies major (78)**

***Religion (15)***

BTS 111	Old Testament Studies I	3
BTS 112	Old Testament Studies II	3
BTS 211	New Testament Studies I	3
BTS 212	New Testament Studies II	3
BTS 301	Reformed Doctrine	3

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

HUM 101	Reformed Perspectives on Calling and Culture	3
PHL 101	Perspectives in Philosophy	3

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

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

***Behavioral Science (3)***

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

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

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

COM 101	Communication: Speaking and Listening	3
ENG 101	Composition: Writing and Research	3
ENG 201	Introduction to Literature	3

ENG 312 Children's Literature 3  
 OR  
 Upper-division ENG elective for those who are not a Liberal Studies/Elementary Education Major.

**Mathematics and Science (15)**

Mathematics:

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

One higher level mathematics course\*\* 3 or 4 units

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

OR

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

OR

Successful completion of an approved high school AP Calculus class.

BIO 112 Principles of Biological Systems 4

SCI 113 Concepts of Physical Science 4

SCI 114 Concepts of Earth Science 4

**Health and Physical Education (6)**

BIO 111 Principles of Human Biology 4

HPE 101-110 Personal Health Fitness course 1

HPE 111-120 Leisure and Lifetime course 1

\*\*Liberal Studies/Elementary Education majors are required to take MAT 320 in addition to meeting the mathematics requirement.

**Mathematics (MAT)**

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**Mathematics minor (20)**

MAT 161 Calculus I 4

MAT 162 Calculus II 4

MAT 243 Statistics 4

MAT 255 Linear Algebra 4

MAT 321 Foundations of Geometry 4

## **COURSES**

### **100 Fundamentals of Mathematics**

This course is a review of high school mathematics, from fractions and decimals to basic algebra and geometry, with intensive practice in mechanics. Lessons are taught with particular emphasis on the development of mathematical thinking and problem solving. The course is designed to bring students to the level of competence needed for success in MAT 101. (Credit/no credit)

### **102 College Algebra**

TBD

### **131 Pre-calculus Mathematics**

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

### **161 Calculus I**

This course is a study of analytic geometry, functions and limits, the derivative and its applications, transcendental functions, the definite integral and its applications, and methods of integration. Prerequisite: Four years of college preparatory mathematics in high school with grades of C+ or above, or MAT 101. (4 credits)

### **162 Calculus II**

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

### **243 Statistics**

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

### **255 Linear Algebra**

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

### **320 Mathematics for the Elementary Grades**

This course is a workshop in the teaching of mathematics in the elementary grades that focuses on goals, methods, materials, and assessment procedures. The emphasis is on the use of manipulatives in the teaching of mathematics concepts. Prerequisite for elementary education majors: EDU 202 and MAT 102. (3 credits)

### **321 Foundations of Geometry**

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

## **Music (MUS)**

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

### **COURSES**

#### **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. (1 credit)

#### **141-148 Concert Choir (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 Concert Band (1 credit)**

#### **191-198 Orchestra (1 credit)**

### **331 Music in the Elementary Grades**

This course demonstrates the relationship of music and drama to other subjects within the elementary school. A special emphasis is placed on the integration of music into the broader curriculum. Prerequisite: EDU 202. (2 credits)



## **Philosophy (PHL)**

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### **COURSES**

#### **101 Perspectives in Philosophy**

This course introduces central themes of a Christian worldview and how such a worldview informs one's perspective of reality, knowing, and ethics. Past and present philosophical positions are examined in this light. (3 credits)

## **Physics (PHY)**

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### **COURSES**

#### **121 General Physics I**

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

#### **122 General Physics II**

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

## **Political Science (POL)**

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### **COURSES**

#### **201 American Government and Politics**

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

## **Psychology (PSY)**

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### **COURSES**

#### **101 General Psychology**

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

**201 Developmental Psychology: The Nature of Students**

This course answers the ontological question: Who is the student? Anthropology of the student is developed that emerges from or is in harmony with the Bible. Developmental characteristics for each age level are examined, including the spiritual, moral, emotional, cognitive, physical, and social. Potential differences related to gender and in mental ability, talents and gifts, and learning styles are explored. (3 credits) (Cross-listed EDU 201)

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

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

## Science (SCI)

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### COURSES

**113 Concepts of Physical Science**

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

**114 Concepts of Earth Science**

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

## Sociology (SOC)

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### COURSES

**101 Principles of Sociology**

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

**153 Cultural Anthropology**

This course involves the study of cultural diversity around the world, both historically and geographically. The course introduces the foundational elements of cultural anthropology including topics of fieldwork, cultural relativism, ethnocentrism, participant observation,

ethnography, as well as major anthropological theories. The course addresses the diversity as well as commonality of cultural systems, both in time and space, through studying major components of cultural systems, such as kinship, religion, politics, and economics. Students are exposed to an awareness of their place within a particular cultural context, as well as their culture's place within a global and historical context. (3 credits)

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

This course explores and seeks an understanding of and appreciation for the Latino culture in the greater Los Angeles area, with a focus on family life. Other aspects of Hispanic-American life in church, school, the neighborhood, and political-social organizations are explored as well.

Prerequisite: Senior standing as a cultural studies major. (3 credits)

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

This course explores and seeks both understanding of and appreciation for Asian culture in the greater Los Angeles area, with a focus on family life. Other aspects of Asian-American life in church, school, the neighborhood, and political-social organizations are explored as well.

Prerequisite: Senior standing as a cultural studies major. (3 credits)

## **Spanish (SPN)**

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### **COURSES**

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

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

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

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

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

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

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

This course, a continuation of Spanish 201, includes the reading of essays and short stories relating to the literature, culture, and history of the Spanish-speaking peoples. Prerequisite: Spanish 201 or equivalent. (3 credits)

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## **STUDENT LIFE**

A detailed description of the student life policies and procedures can be found in the Student Handbook, which can be found in the office of student life and 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. Student Life at Providence Christian College strives to follow Christ, build a community of believers, and engage the culture. While these three overarching goals are integrated and interrelated, they present the foundation of all that we do with student life at Providence.

#### **Christ**

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

#### **Community**

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

#### **Culture**

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

# STUDENT LIFE POLICIES AND CONDUCT AGREEMENT

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

## Foundational Statement

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

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

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

## Campus Policies and Procedures

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

## Campus Life.

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

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

all are accountable first to the Lord, and then also to one another as brothers and sisters in Christ.

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

When students have problems regarding another individual or have legitimate complaints regarding some part of the activity of the college, they should seek to solve them with the appropriate people by following the Biblical admonition (Matthew 5 and 18) to go to the offending or offended person before taking the matter to a higher authority. Students have the right of appeal even to 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.

A student who professes to be a Christian believes the affirmations found in the Apostles' Creed.

### **The Apostles' Creed**

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

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

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

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

## **COMMUNITY LIFE**

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

### ***Christian Perspectives***

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

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

### ***Civil Laws***

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

## **SPIRITUAL LIFE ON CAMPUS**

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

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## FINANCIAL INFORMATION

### Tuition, Room, and Board

Tuition for the 2005-2006 academic year is \$16,695; the on-campus housing and 21-meal plan is \$6,038. All tuition monies are due and payable upon the date of registration.

Students taking fewer than 12 credit hours in a semester will be charged \$695 per semester hour. Those taking more than 18 hours in a semester will be charged \$350 per semester hour for the additional hours. Charges for the May Term are separate and additional.

### Fees

Application	\$25 (non-refundable)
Student Activity Fee (1)	\$150 per semester each year
Transcripts	\$5 after first free transcript per calendar year
Medical Insurance (2)	To be determined
Returned checks (3)	\$20 per check
Individual Music Instruction	\$250 per half-hour per semester \$500 per hour per semester
Course (e.g., lab)	To be determined for each course

- (1) The Student Activity Fee is applied toward the expenses of student publications, clubs, class officers, and co-curricular activities, including intramurals.
- (2) Students who do not provide proof of medical insurance coverage will be required to purchase coverage through Providence.
- (3) Providence accepts personal checks for the convenience of students and parents. Any check negotiated with the college that is not honored by the individual's bank will be subject to the penalty charge. The student is held responsible for payment of the unredeemed check.

### Deposits

Enrollment Deposit (1)	\$200
Security Deposit (2)	\$100 (to be maintained in account)
Upperclassman Housing Deposit (3)	\$100 (to reserve housing for the following year)

- (1) The enrollment deposit serves as a confirmation of a student's plan to enroll and is applied toward the housing deposit (for students living on campus) and tuition charges. Deposits are due by May 1 for the fall semester, November 1 for the spring semester, and within ten days of acceptance for students who have been accepted after the deposit deadline. The enrollment deposit is not refundable after the due date.
- (2) All students who register for the first time at Providence must pay a \$100 security deposit that is to be maintained at \$100 for the duration of the student's attendance at Providence. This deposit will be refunded when the student terminates attendance at Providence, providing that fines (e.g.,



- parking, library, room damage) have been paid and no outstanding bills (e.g., tuition, telephone) are due the college.
- (3) All current students who wish to reserve on-campus housing for the following year must submit a \$100 housing deposit by April 1. This deposit will be refunded to the student upon fall attendance.

## **Financial Aid**

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

### ***Scholarships***

#### **Academic Merit Scholarships**

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

#### **Christian Leadership Scholarships**

Scholarships ranging from \$2,000 – \$4,000 will be given to students who have shown leadership and Christian character. These scholarships will be given based on demonstrated Christian leadership, writing ability, and letters of reference. These may be renewed yearly based on the student's continued positive leadership and re-application.

#### **Upper Class student Scholarships**

Upper class students who excel academically are eligible for a \$2,000 scholarship. There are a number of these scholarships awarded in a variety of disciplines. The requirements for these scholarships and the application process are determined by the Faculty Council.

### ***Grants***

#### **College Aid Grant**

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

### **Reformed Church Grant**

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

### **Supporting Church Grant**

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

### **Travel Grant**

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

### **Christian Ministry Grant**

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

### ***Loans***

The college currently has an in-house loan program which can be utilized by students demonstrating financial need. The caps and limits of amounts borrowed vary by year in college. Information regarding this program can be obtained by calling the director of financial aid at the college.

## **Refunds for Institutional Withdrawals**

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

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

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

## **The Student Tuition Recovery Fund**

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

To be eligible for STRF, a student must be a California resident at the time the enrollment agreement was signed. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered to be California residents.

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

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

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# Faculty

## *Teaching Faculty*

**Sam Gray**, *Assistant Professor of Biology*, Ph.D., Clemson University  
**Russ Reeves**, *Associate Professor of History and Humanities*, Ph.D., University of Iowa  
**Scott A. Swanson**, *Assistant Professor of Biblical and Theological Studies*, Ph.D., Hebrew Union College-Jewish Institute of Religion

## *Adjunct Teaching Faculty*

**Deb Baker**, *Adjunct Instructor of Sociology*, M.S.W., California State University at San Bernardino  
**David Belden**, *Adjunct Instructor of Health and Physical Education*, B.A., Azusa Pacific University  
**Luana De Groot-Canty**, *Adjunct Instructor of Music*, Master of Music, California State University at Fullerton  
**Mark Hugen**, *Adjunct Instructor of Mathematics*, M.A., California State University at Fullerton  
**Steve Kortenhoeven**, *Adjunct Instructor of Education*, M.Ed., Dordt College

**Lijuan Meng**, *Adjunct Professor of Cultural Studies*, Ph.D., Reformed Theological Seminary

**John Milton**, *Adjunct Instructor of Business*, MBA, Olivet Nazarene University

**Kenneth Samples**, *Adjunct Instructor of Philosophy*, M.A., Biola University

**Pat Swangel**, *Adjunct Instructor of English*, M.A., California State Polytechnic University at Pomona

**Jeremy Van Nieuwenhuyzen**, *Adjunct Instructor of Spanish*, M.A., California State Polytechnic University at Pomona

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