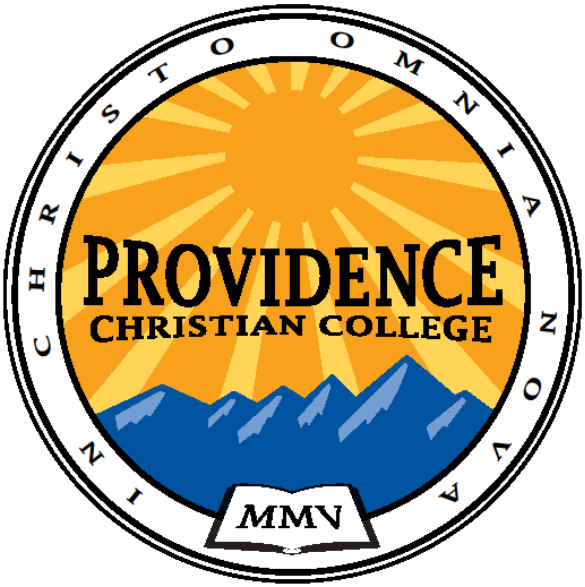

CATALOG 2012-2013

1539 East Howard Street
Pasadena, CA 91104
866.323.0233
admin@providencecc.net
www.providencecc.net

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

REGARDING THE CATALOG

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

This catalog may be found online on the website of Providence Christian College in July prior to the start of the academic year. New students receive a hard copy of the catalog during orientation week prior to the start of classes. Prospective students are encouraged to review this catalog online prior to signing an enrollment agreement. They are also encouraged to review the School Performance Fact Sheet, which must be provided prior to signing an enrollment agreement.

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COLLEGE CALENDAR 2012-2013

Fall 2012

August

17-22	Fri. - Wed.	New Student Orientation
22	Wednesday	Returning Student Move-In
		Student Registration
23	Thursday	Classes Begin
24	Friday	Convocation

September

3	Monday	Labor Day – CLASSES MEET
5	Wednesday	Final day to add or drop classes (without "W")

October

6-7	Thurs-Fri	Fall Reading Break – NO CLASSES
19-20	Fri. – Sat.	Family Weekend
24	Wednesday	Final day to withdraw from classes

November

19-23	Mon. – Fri.	Thanksgiving Recess – NO CLASSES
26	Monday	Classes Resume

December

10	Monday	Final Examinations Begin
17	Friday	Examinations end at 4:00pm
		Christmas Break begins

Spring 2013

January

7	Monday	Student Registration
8	Tuesday	Classes Begin
21	Monday	Martin Luther King Jr. Day – CLASSES MEET
		Final day to add or drop classes (without "W")

February

1	Friday	Final day to remove incompletes from fall semester
7-8	Thurs. – Fri.	Academic Conference/Reading Break – NO CLASSES

March

11	Monday	Final day to withdraw from classes
18-22	Mon. – Fri.	Mid-term break begins – NO CLASSES

25	Monday	Classes Resume
29	Friday	Good Friday – NO CLASSES

April

9	Tuesday	Student Development Day-- NO CLASSES; All students must participate
29	Monday	Final Examinations Begin

May

3	Friday	Examinations end at 4:00pm
4	Saturday	Commencement Ceremony Summer break begins
7	Tuesday	May Term – Classes begin
24	Friday	May Term Ends

June

24	Monday	Final day to remove incompletes from spring semester

GENERAL INFORMATION

Vision of the College

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

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

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

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

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

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

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

History of the College

In November of 2001 a small group of Christians met in Chino, California to consider establishing a Reformed, Christian college on the West Coast. Those present were motivated by a deep appreciation for higher education from a specifically Reformed and Christian perspective. Some had

been educated in such Christian colleges. Others had enrolled their children in Reformed colleges. All of those present were convinced of the need to express the reign of Christ in higher education. This group, composed of believers from various Reformed churches, was convinced that establishing and maintaining a college committed to biblical principles would greatly benefit the diverse community and the Reformed congregations in the Pacific region.

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

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

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

Immediately following approval by the BPPVE, Providence Christian College began the process of seeking accreditation with the regional accrediting body, Western Association of Schools and Colleges (WASC). The college was granted eligibility status in December 2005, and Candidacy status was granted in March 2009. The college is working toward Initial Accreditation.

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

Approval to Operate as a Degree Granting Institution

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

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

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

Accreditation

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

During this time between candidacy and initial accreditation, graduates of Providence who desire to apply to graduate schools will receive assistance in that process from the college in the following ways:

1. Articulation agreements have been established by Providence with a number of accredited national and California colleges and universities. These agreements will serve as credibility references for the quality of the programs and coursework offered by Providence.
2. Faculty Advisers will guide Providence students in creating portfolios that exhibit their academic work over their four-year college experience.

The Providence Christian College Campus

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

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

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

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

SPEER HALL

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

MCGAVRAN HALL

Donald A. McGavran Hall provides classroom space, practice rooms and a study area for students of Providence Christian College. Students and faculty meet on the second floor. Each classroom is equipped with a ceiling mounted LCD projector, hanging wall projector schreen, ceiling mount speaker and pixie wall plate controller. Wired and wireless internet access is available campus wide, including all classrooms. Additional technical resources, including a digital document camera, portable projector and screen, a TI View screen math calculator, an iMac for digital video editing/production, and filming equipment, are available to faculty, staff, and students for academic use.

LATOURETTE LIBRARY

The Kenneth Scott Latourette Library serves Providence Christian College, INSIGHT (Intensive Study of Integrated Global History and Theology), and William Carey International University. Latourette Library has a collection of 51,000 books and 22 periodical subscriptions. The library has many resources for culture studies, some of which are not commonly found in other libraries. This collection is augmented by an additional 8,300 online periodicals (over 4,600 full text), over 70,000 electronic books, inter-library loan service, and several cooperative borrowing agreements with nearby libraries. The on-campus library has four dedicated computer stations and wireless Internet access.

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

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

Monday to Thursday: 8:45a to Midnight
Friday: 8:45a to 5:00p
Saturday: 11:00a to 5:00p
Sunday: Closed

ACADEMIC SUPPORT AND CAREER CENTER (ASCC)

The Academic Support and Career Center (ASCC) offers academic support and career planning services. ASCC staff members help and encourage PCC students to grow academically and consider God's call in their lives.

Academic Support Features:

- New student orientation sessions
- Study sessions prior to major exams, led by ASCC staff
- "Food for Thought" sessions: The director and staff members are available for academic advice including study skills, writing skills, and time management
- Weekly meetings with individual students for academic guidance based upon individual request, faculty, or admissions department recommendation.
- Writing help: Students can email their papers and get feedback or bring their papers to the ASCC for an individual writing conference.

- Mentor groups: Available to all students. Mentors are juniors or seniors who have qualified for the Dean's List and are willing to share information regarding study skills, test preparation, and time management.

Career Center services:

- "Calling and Careers": Guests are invited to campus to discuss various careers and answer student questions.
- Seminars on internship opportunities, résumés, cover letters, job search, and interview skills
- Mock interviews: Practice interview sessions are scheduled to help students prepare for life experiences.
- Individual assistance in résumé preparation.
- The ASCC publishes information regarding employment and internship opportunities.

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 (see catalog pages 38-39 for more information). Questions about FERPA should be referred to the Registrar's Office. The College intends to uphold both the letter and spirit of FERPA, while at the same time upholding Biblical relationships and responsibilities of the family.

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

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

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

- Name, address, telephone number, e-mail address, dates of attendance, class, and photograph.
- Previous institution(s) attended, major field of study, awards, scholarships, honors, and degrees conferred (including dates).

- Past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), date and place of birth.
- Home and local/student church membership, including church denomination.

NONDISCRIMINATORY POLICY

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

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

ADMISSION TO THE COLLEGE

Campus Visits

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

Application Procedure

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

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

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

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

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

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

1. A signed and completed Providence Christian College application for admission form (available at www.providencecc.net)
2. A high school or home schooling association transcript (or an academic portfolio and verification that a high school home schooling program has been completed), or results from the General Educational Development Examination (GED) or the California High School Proficiency Exam (CHSPE) (Note that an official, signed, final transcript will be required upon completion of senior year.)
3. Official transcripts from any and all college(s) attended
4. A copy of the ACT or SAT Reasoning Test results
5. A copy of exam scores from any AP, IB, or CLEP courses sent by the College Testing Service

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

Additional Application Procedures for Canadian Students

Canadian students are welcome to apply to Providence Christian College and should begin the admissions process well in advance of their start date. In addition to the documents cited above, Canadian students will also be asked to provide the following information in order to complete their paperwork for the I-20 (Certificate of Eligibility for Non-immigrant Student Status – For Academic and Language Student).

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

In order to study in the United States, most non-U.S. citizens will need an I-20. The process for obtaining it begins after the student has been admitted by Providence. In addition to other visa requirements, Canadian students must show evidence of sufficient funds for tuition and living expenses during the period of intended study as well as evidence of strong ties abroad.

ACT/SAT Information

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

Both tests are given several times each year, and registration forms are generally available from high school principals and counselors. Register online for the ACT or request individual registration by mail packets from the American College Testing Program at www.act.org. Register online for the SAT at www.collegeboard.com. To register by mail, you'll need an *SAT Paper Registration Guide*, which is available at your school counselor's office. A registration form and return envelope are included with the *SAT Paper Registration Guide*.

Admission into the College

Minimum Test Scores Needed for Regular Admission						
ACT English	**ACT** Math	**ACT** Composite*	*or*	**SAT** Critical Rdg.	**SAT** Math	**SAT** Composite*
18	18	19		460	460	920

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

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

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

Admission of Transfer Students

The registrar will work on a case-by-case basis with applicants seeking to transfer from other colleges or universities, to determine how progress toward meeting the applicant's academic goals can best be achieved.

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

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

Transfer credit will normally be awarded for work done in accredited institutions within the last ten years. Those transferring from unaccredited institutions should contact the Providence Registrar's office. Coursework must be academic and similar in nature to courses offered at Providence Christian College. A minimum grade of "C" (2.00) is required in each course to receive credit.

Ordinarily, no more than 64 (4 semesters) hours of credit will be granted for work completed at a community college. All students must complete their last year in residence and at least nine upper-division hours in their major to graduate from Providence.

Admission of International Students

International students seeking admission to Providence Christian College should begin the process at least twelve months in advance of their target start date. For example, if an international student intends to enroll in the Fall Semester of 2012, the student should begin the process by contacting Providence by fall 2011. International students will be considered for admission after the office of admissions and records receives the following:

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

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

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

Enrollment Deposit

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

have been accepted after the deposit deadline. The enrollment deposit is non-refundable after the due date.

Advanced College Credit

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

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

Detailed information on any of these options for advanced college credit is available in the Registrar's Office. The college reserves the right to require the audit of a course for which advanced credit is given if the unique nature of the course as taught by Providence Christian College warrants. A maximum of 36 semester hours of credit may be obtained through the transfer of non-classroom-based instruction i.e., AP, CLEP, or IB courses completed prior to receiving a high school diploma with acceptable scores as listed above.

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

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

Unclassified Students

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

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

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

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

Financial aid is not available for unclassified students.

Concurrent Enrollment Policy

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

2012-2013 FINANCIAL INFORMATION

Tuition, Room, and Board

	Per Semester	Per Year
Full-time tuition[1]	$10,968	$21,938
Part-time tuition (per credit hour)	$914	
Overload fee[2] (more than 18 credit hours)/Summer courses	$457 (per credit hour)	
Auditing fee[3] (for non-matriculated students)	$34 (per credit hour)	
May term (fees will be assessed per May term experience)		
Room and Board[4]		
Shared dorm room and meal plan	$3,796	$7,592
Single dorm room and meal plan	$4,921	$9,842

[1]All semester tuition monies are due and payable upon the date of registration.
[2] Students whose overload is a result of 1 credit Chorale are exempt from this charge. Summer courses include internships and May Term courses..
[3] Matriculated students pay no additional fee to audit a course. Alumni may audit at a discounted rate of 50%.
[4]All resident students are required to have a meal plan, no exceptions

Fees

Application (non-refundable)	$25
Student Activity Fee[1]	$150
New Student Orientation Fee[2]	$200
Student Services Fee[3]	$225
Official transcripts[4]	$5.00
Medical Insurance[5]	$300
Returned checks[6]	$25 per check
Individual Music Lessons (per credit hour)[7]	$365
Graduation Fee[8]	$50
Additional Avodah Experiences (beyond three)	$75
Late Registration Fee[9]	$50
Course Fees:[10]	
Science Lab Fee	To be determined for each course
Health and Physical Education	To be determined for each course
Music	To be determined for each course

[1]The Student Activity Fee is applied each semester toward the expenses of dorm/res life events, student senate activities, clubs, and co-curricular activities, including athletic leagues and intramurals.
[2] The new student orientation fee is a one-time fee to help cover the costs for the Student Orientation and Registration (SOAR). Students who come in after 1st semester will be charged a prorated fee of $100.
[3]The Student Services Fee is applied each semester and covers student related technology services/support, postal services, cashiers office, and campus safety, among other student services.
[4]The first official transcript issued is free. Each additional transcript issued will be assessed this charge.
[5]All full-time students will be assessed insurance annually unless proof of alternate insurance coverage is provided. All international students, except those from Canada, are required to enroll in this plan regardless of other coverage. Cost was estimated as of 2/20/2012 and may change.

[6]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.
[7]For 1 credit hour, students meet for 13 half-hour lessons; two credit hours would meet for an hour. If a student is part-time or at an overload, tuition is charged plus the lesson fee.
[8]A fee assessed one time. An Intent to Graduate form must be cleared by the first of the month prior to graduation or commencement, whichever comes first.
[9]Students who do not register online by the deadline set by the registrar will be charged.
[10]Other course fees may be assessed at the discretion of the administration.

Deposits

Enrollment Deposit – All Students[1]	$200
Security Deposit – Non-resident Students[2]	$100
Security Deposit – Resident Students[3]	$300
Housing Deposit[4]	$100

[1] The enrollment deposit serves as a confirmation of a student's plan to enroll and is applied toward charges on the student account for the upcoming semester. Deposits are due by May 1 for the fall semester, November 1 for the spring semester, and within ten days of acceptance for students who have been accepted after the deposit deadline. Deposits are only refundable if a request is made in writing to the business office prior to the due date.
[2] All students registering at Providence must pay a $100 security deposit at registration that is to be maintained for the duration of the student's attendance at Providence. This deposit will be refunded when the student terminates enrollment, providing that all fines (e.g., parking, library) have been paid and the student account is in good standing.
[3] All resident students enrolled must pay a $300 security deposit to be maintained for the duration of their time at Providence as residents. The deposit will be refunded when the student ceases to be a resident student (e.g. moves off-campus, terminates enrollment) providing that all housing policies have been adhered to properly and any and all related fees/fines have been paid.
[4]All returning students who wish to reserve on-campus housing for the following year must submit a $100 deposit with a completed housing application. This deposit will be applied to room charges for the fall semester. Deposits are only refundable if a request is made in writing to the business office prior to June 1st. A $25 late fee applies for deposits received after June 1.

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

Financial Aid

Providence Christian College provides financial assistance through scholarships, grants, loans and student employment opportunities. A high percentage of Providence students will receive aid to help them pay for the cost of their education. All students who wish to be considered for financial aid are required to fill out the Institutional Aid Application (IAA), the Free Application for Federal Student Aid (FAFSA) and the Virtual Financial Aid Office (VFAO) Financial Aid Interview which is located in the financial aid section of the Providence Christian College website. These tools help the college assess each student's financial need. In addition to those listed above, students who are pursuing scholarships and certain grants must fill out the appropriate scholarship and grant applications. Financial aid applications must be completed by March 1 to receive the maximum financial assistance available. All students must reapply every academic year for financial aid. Providence Christian College follows procedures approved by the US Department of Education in packaging financial aid from federal, state, and college sources.

SCHOLARSHIPS

Academic Merit Scholarships

Scholarships are given for proven academic performance in high school. These scholarships take into account SAT/ACT scores (critical reading + math scores only) and high school GPA, they range from $1,000 to $11,000. The Academic Merit Scholarship is renewable upon the recipient maintaining an acceptable institutional GPA at Providence. Students must maintain a 3.0 cumulative GPA each year in order to renew their academic scholarship. If a student's cumulative GPA drops below a 3.0 at the end of the year the student will lose his/her scholarship. If the student raises their cumulative GPA above 3.0 in one of the following years at Providence, re-application for the scholarship is possible.

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

Christian Leadership Scholarships

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

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

Faculty Senate Scholarship

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

Multi-Cultural Scholarship

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

To apply, a student must complete the Multi-Cultural Scholarship application and essay, must have maintained a 2.5 GPA prior to coming to Providence, and must be from an underrepresented ethnic group OR an international student. During the reapplication process, students will be evaluated

regarding their involvement in campus activities and clubs, specifically in the development of cultural sensitivity in the campus community.

Reformed Scholarship

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

This scholarship is renewable each year. Denominations eligible for this scholarship include: United Reformed Church (URC), Christian Reformed Church (CRC), Reformed Church of America (RCA), Canadian Reformed Church (CanRC), Orthodox Presbyterian Church (OPC), Presbyterian Church in America (PCA), Reformed Church in the United States (RCUS), Protestant Reformed (PR), Reformed Presbyterian Church of North America (RPCNA), Bible Presbyterian, and Reformed Baptist. Christian Schools International (CSI) High Schools qualify as Reformed high schools, and other schools and denominations will be considered on a case-by-case basis.

Outside Scholarships

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

FEDERAL GRANTS

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant

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

INSTITUTIONAL GRANTS

College Aid Grant

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

Travel Grant

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

Christian Ministry Grant

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

LOANS

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

Direct Loan limits are as follows:

Freshman: $5500

Sophomores: $6500

Juniors/Seniors: $7500

Please note: Independent freshmen and sophomores may qualify for an additional $4000 in unsubsidized loans. Juniors and seniors may qualify for an additional $5000 in unsubsidized loans. Student loans as well as Parent PLUS loans are available.

These loans are called "'direct" because the student and/or parent are borrowing directly from the US Department of Education. In order to see if you qualify to receive any of these loans you will need to complete the FAFSA (Free Application for Student Aid) as well as the VFAO (Virtual Financial Aid Office) application. To be eligible for Direct Loans, you must be enrolled in school at least half-time and meet general eligibility requirements for the Federal Student Aid programs. New borrowers must complete a Federal Direct Loan electronic master promissory note to borrow funds through this program.

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

Subsidized Loan

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

Unsubsidized loan

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

Parent PLUS Loans

Plus loans are offered to parents of dependent college students to help meet college costs. Plus loans allow parents of dependent students to apply for as much as the difference between the cost of education and the student's financial aid. The loan is not need based, but the parent's credit history may be reviewed to determine eligibility. The Plus loan should be used only after all other resources

gave been considered since interest begins 60 days after the first disbursement. Repayment normally begins 60 days after the full amount you've borrowed for a school year has been disbursed.

STUDENT EMPLOYMENT

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

Satisfactory Academic Progress

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

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

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

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

Cumulative Hours Attempted		Minimum GPA Required By the end of each grouping
Freshman	0 – 29	1.50
Sophomore	30 - 60	2.00
Junior	61 – 91	2.00
Senior	92 + units	2.00

b. Quantitative measure is based on cumulative hours completed. To maintain satisfactory academic progress, a student must maintain a minimum of 50% successful completion rate for the first two semesters and 67% successful completion rate for each of the following semesters. When calculating a transfer student's time frame, all credits that are accepted by Providence Christian College are included. For financial aid purposes a final withdrawal or an incomplete is considered as part of the total credits attempted and will affect the completion total.
    - Full-time students (at least 21 credits per year) have six years of financial aid eligibility to complete the degree

- Three quarter time students (at least 16 credits per year) have eight years of financial aid eligibility to complete the degree.
- Half-time students (at least 12 credits per year) have twelve years of financial aid eligibility to complete the degree.

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

SATISFACTORY ACADEMIC PROGRESS APPEAL PROCESS

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

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

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

Financial Aid Policy for Part-Time Students

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

student drops to 6 credits or below they are considered less than part-time and are ineligible to receive any financial aid from Providence Christian College.

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

Refunds for Institutional Withdrawals

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

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

The percentage of the semester completed is calculated by dividing the number of days enrolled, beginning with the first day of classes, by the number of calendar days in the semester, including weekends and holidays, but excluding breaks of five or more consecutive days. For example, if there are 105 calendar days in a semester and students withdraw on the 50th 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

Providence Christian College operates as a private degree granting institution in the state of California under the approval of the Bureau for Private Postsecondary Education (BPPE).

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before

the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer and you have no separate agreement to repay the third party.

To be eligible for STRF, a student must be a California resident at the time the enrollment agreement was signed. A "California resident" is defined as a person who resides in California at the time the enrollment agreement is signed or when the person receives lessons at a California mailing address from an approved institution.

To qualify for STRF reimbursement, students must file a STRF application within one year of receiving notice from the Bureau for Private Postsecondary 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 Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, or at (888)370-7589 or at www.bppe.ca.gov.

Return of Title IV Funds Policy

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

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

Percentage of payment period or term (semester) completed = the number of days completed up to the withdrawal date divided by the total days in the payment period of term. (Any break of five

days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

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

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

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

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

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

Refunds are allocated in the following order:

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

STUDENT LIFE

A detailed description of the student life policies and procedures are listed in the Student Handbook, which can be found on the college website.

Theology of Student Life

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

CHRIST

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

COMMUNITY

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

CULTURE

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

Student Life Policies and Conduct Agreement

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

FOUNDATIONAL STATEMENT

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

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

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

CAMPUS POLICIES AND PROCEDURES

We at Providence recognize that students need room to grow and freedom to develop as young adults -- all within biblical norms for Christian living. The Christian life is not easy, so God has placed us as part of the body of Christ to encourage and hold each other accountable. The following specific policies have been listed so that all of us can be aware of expectations for the college community. While individual members of the Providence community may not agree with every rule that has been established, it is expected that students respectfully obey these standards that have been developed for the good of the community.

CAMPUS LIFE

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

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

to one another as brothers and sisters in Christ.

Students are encouraged to demonstrate their genuine love for the Lord by engaging in personal as well as group devotions. All are expected to worship regularly at a local church that is faithful to the Scriptures, and to become an active participant in the life of that church.

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

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

Although we recognize that faith is formative, especially during the college years, in order to build a Christian community on campus, each student must profess to be a Christian and affirm the basic Christian doctrines found in the Apostles' Creed.

Community Life

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

BIBLICAL PRINCIPLES

Members of the Providence community (students, faculty, and staff) are asked to abide by biblical principles regarding life. While we all struggle in areas of weakness, it should be our goal to live lives that are pleasing to God. In our thoughts, we should meditate on what is pure (Phil. 4:8-9); in our words, we should speak only what is beneficial and avoid gossip (Prov. 16:28; Eph.4:29); in our actions, we should flee from sin and cling to what is good (Romans 12:9). By following these principles, our community will grow in Christ.

CHRISTIAN PERSPECTIVES

Christians must make daily decisions about current issues that are not specifically mentioned in the Bible. With these decisions, the Christian must use discernment to know what actions would glorify God. The following principles should be applied to those current issues not specifically addressed in scripture.

In I Corinthians 6:12, Paul addresses Christian liberty when he says, "'Everything is permissible for me' – but I will not be mastered by anything." So, the first principle is to ensure that the area will not master us; therefore, as Christians we need to avoid activities that can become addictive or that can prevent us from doing those things that we ought to be doing.

In I Corinthians 10:23, Paul continues by stating, "'Everything is permissible' – but not everything is beneficial …[or] constructive." Leading us to the second principle: our actions must be beneficial or constructive to our faith and to others.

The third principle deals with Paul's admonition in I Corinthians 10:31-32: "Do not cause anyone to stumble." This third principle in Christian liberty deals with how our actions affect fellow believers; therefore, commanding us to be aware of others and avoid anything that might tempt them or tear down the body of Christ.

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

CIVIL LAWS

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

Resident Life

FOUNDATIONAL STATEMENT

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

HOUSING

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

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

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

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

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

Spiritual Life on Campus

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

ACADEMIC POLICIES AND PROCEDURES

Reservation of Rights

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

Academic Integrity

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

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

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

Academic Freedom

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

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

a distinct kind of academic community in which there is freedom to pursue Christian scholarship and express Christian convictions in the classroom that is not found in most American institutions of higher education.

Advising

When a student is admitted to Providence Christian College, an intake adviser is appointed to provide the student with intensive, holistic advising for academic, social and spiritual development during their first two semesters at Providence. Once a student declares an area of study (normally at the end of the student's second semester), he/she then is assigned to a faculty adviser in a chosen concentration. This adviser is appointed to provide the student assistance in developing a program of study, to monitor progress toward completion of that program, and to guide the student into a vocational calling. During registration periods, the advisers help select courses that meet the goals of the student's program. Changes in faculty advisers are made through the registrar's office. Students are encouraged to get to know their advisers and confer with them on a regular basis.

Class Schedule

Providence operates on a schedule, with classes beginning on Monday afternoon and ending on Friday afternoon, which provides the college with great opportunities to enhance a college education through offering Avodah Experiences (see page 45 of the catalog for more information). Three-credit classes generally meet in 75-minute blocks on either Tuesdays and Thursdays or Wednesdays and Fridays. A number of three-credit afternoon and evening classes meet in 150-minute blocks, once per week. Four-credit courses meet additional hours each week.

Student Course Load

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

Student Classification

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

Freshman	0 - 29 credits
Sophomore	30 – 60 credits
Junior	61 – 91 credits
Senior	92 + credits

Registration for Classes

Students who have confirmed their plans to attend Providence Christian College by submitting their enrollment deposit will receive pre-registration materials. Returning students will register in the spring. New students will register over the summer. Registration will be confirmed on registration day if final high school transcripts have been received. Typically freshman courses are selected primarily from the core requirements for graduation.

The factors governing course choices include:

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

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

Late Registration

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

Attendance

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

Adding/Dropping Courses

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

fee charges. Dropping a class could result in the reduction of already awarded financial aid and an increase in the student account balance.

Withdrawal from Courses

After the initial drop period, the entry for withdrawals will be a grade of W. Normally a student will not be allowed to withdraw from a course after the tenth week of a semester. All changes in registration must be approved by the student's faculty adviser and reported to the registrar through the use of the appropriate form. If the faculty adviser and registrar are not informed of the change, the student may receive a grade of "F" for the course.

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

Pass/Fail Option for Electives

As a means of encouraging students to explore interests outside of their majors, Junior and Senior status students are allowed to register for any course outside of their concentrations and the Core Liberal Studies Curriculum as an elective on a pass/fail basis. While the credits can be applied toward graduation requirements (126 credit hours), a course taken on a pass/fail basis is not computed into the student's GPA. To receive a P (passing) grade, students must participate fully in the course in a manner satisfactory to the instructor and earn a final grade of at least 70%. Students must register for credit for each course they intend to take during the semester. Students then may designate a course as pass/fail by the designated add/drop deadline. If a student takes a course pass/fail, and then changes his or her major so that the course is needed for credit, the student must retake the course for credit. A maximum of 6 semester credit hours taken on a pass/fail basis will be counted towards graduation requirements.

Auditing a Course

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

Independent Study

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

supervising faculty member that includes an outline and bibliography for the subject to be studied. The proposal must also be submitted to the registrar, so the appropriate credit may be documented.

Private Study

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

Online and Correspondence Courses

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

Repeated Courses

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

Extended Time for Testing

Students who need extended time for testing must have on file in the office of the registrar a professional examination completed within the last three years that recommends extended time for testing. Students may be granted this accommodation by the registrar on a case-by-case basis. Students who provide verification that their primary language is not English may also be granted that accommodation by the registrar. Typically, extended time entails 1.5 times the normal test period. The registrar can make recommendations for additional accommodations on a case-by-case basis. If the instructor cannot make arrangements to provide the additional proctoring, the 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.

Academic Appeals Procedure

An academic appeal must relate to an academic matter such as grades, transcripts, transfer credits, irregularities in scheduling, academic probation or suspension, or other academic matters. Students who desire to appeal an academic decision of the college must first directly address the parties

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

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

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

Dean's List

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

Grading System

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

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

Incomplete Coursework and Grades

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

Degree/Non-degree Credit

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

Changing Grades

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

Grade Reports

In order to facilitate student awareness of, understanding of and responsibility for their grades, course grades are made available throughout each semester to students through Populi, Providence Christian College's student information system. Faculty advisers also have access to their advisees' grade reports through Populi. Semester grades are posted on student transcripts a reasonable time after final exams. Grades and transcripts will be withheld until financial holds are cleared. Distribution of grades to someone other than the student requires a release from the student to be in compliance with the Family Educational Rights and Privacy Act of 1974.

Leave of Absence

Students may request to take a leave of absence from enrollment in classes for up to two semesters. Requests should be made to the Registrar's Office and require college approval. Forms are available from the Registrar's Office and must be completed prior to the student's absence from the

college. Failure to complete the required form, or to register at the end of the approved leave, will result in the student having to reapply to Providence and comply with any applicable changes in admissions, financial aid, and graduation requirements.

Withdrawal from the College

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

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

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

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

When a student leaves the college without notice, faculty will be contacted to determine the last date of academically related activity. Since attendance is not required to be taken by all instructors, the college will also look at other evidence of campus activities (e.g. activity dates, library access and meals) to help determine an effective date for both Title IV and institutional refund purposes. If an effective date cannot be accurately determined, the midpoint of the term will be used as the effective date. A different effective date may be used for refund purposes of institutional expenses compared to Title IV funds when there are differences between the date the withdrawal was initiated compared to when the student completed the process and vacates campus. An unofficial withdrawal may be required to repay a portion of the financial aid received for the term. All financial aid reductions are calculated based on formulas published by and software received from the Department of Education.

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS

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

Academic Probation

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

A student on academic probation:

1. May carry a maximum of 14 hours for the semester
2. Must confer with his or her faculty adviser at least every other week
3. Must contact the director of the Academic Support Center within the first two weeks of the semester and follow ASC recommendations
4. Attend all required class sessions; in cases of illness or emergency, documentation should be provided for the student's professor and adviser.
5. May not be eligible for participation in extracurricular activities
6. May have his or her scholarship awards reevaluated according to the policies of the college.
7. May have his or her institutional financial assistance package reevaluated according to the policies of the college.
8. If applicable, may not be eligible to continue student employment. This employment will be evaluated on a case-by-case basis.
9. May not audit other courses

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

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

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

Academic Suspension and Readmission

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

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

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

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

Grievance Procedure

Providence Christian College is an educational community of believers. Within such a community, loving relationships are a vital part of the Christian ethos, as the second of the Love Commandments attests (Matthew 22:39). A breech in relationship can occur between a student and

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

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

1) If a student has a grievance against a professor or staff member, the student should first bring the grievance to the individual in a private setting, typically through a pre-arranged appointment. Both the student and the professor or staff member need to listen to each other, without interruption if desired, and try to hear the viewpoint of the other. Ideally, the issue can be resolved in this setting, with both parties accepting the solution as being just, right, and respectful.

2) If all options have been explored and no mutually acceptable solution can be found, a third person who is acceptable to both should be invited to assist in the solution-seeking and reconciliation process.

3) If either party chooses not to accept the recommendation of the third party, he or she can seek assistance from the Academic Dean, who will determine whether existing policy provides an answer to the grievance. If not, the Academic Dean will refer the issue to an ad hoc committee of two faculty members, a student, and the Academic Dean. The goal of the committee will be to bring both parties together in reconciliation; if this is not possible, a judgment or decisive ruling is to be rendered by the committee. Written copies of the committee determination are to be presented to the student, the professor, and the President.

4) Further appeals can be made to the President and then, if desired, to a committee of the Board of Directors through the President.

5) Neither party is to skip steps in this grievance procedure process. Intentional breech of procedural protocol may create unnecessary dissonance in the body and, consequently, may lead to disciplinary action.

Academic Standards

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

Catalog for Graduation

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

Commencement

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

Degree Posting Dates

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

Academic Honors

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

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

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.

Laptop Computer Policy

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

Student Records Policy

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

Official Transcripts

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

Notification of Rights under FERPA

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

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

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

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

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

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

The college discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A

school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

ACADEMIC PROGRAMS AND REQUIREMENTS

Liberal Studies Major

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

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

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

Mission Statement:

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

Student Learning Outcomes:

1. Demonstrate a working knowledge of the entire Bible.
2. Articulate a biblical perspective on the liberal arts disciplines that comprise the core.
3. Think critically, conduct research, evaluate evidence, and analyze arguments.
4. Communicate ideas clearly and creatively in written, oral, and visual formats.
5. Articulate the influence of cultural commitments, ethnic diversity, and competing worldviews as they shape Western and non-Western cultures and cultural expression.
6. Articulate key literary, aesthetic, religious, and philosophical developments as well as political and economic practices in history.

7. Achieve basic literacy in scientific issues, laboratory work, and quantitative analysis.
8. Articulate an understanding of stewardship, justice, and compassion in the context of national and global problems.

GRADUATION REQUIREMENTS

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

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

CORE LIBERAL STUDIES CURRICULUM (54-60 CREDIT HOURS)

<u>Foundations (8-11)</u>

ENG 101	Composition	3
COM 101	Speech	3
Mathematics requirement may be fulfilled in the following ways		0-3
- BUS 111 or MAT 102 (or higher level Math course)		
- ACT math score of 28 or higher; SAT math score of 640 or higher		
- Completion of a high school AP Calculus class and test		
HPE 101-211		1
HPE 101-211		1

<u>Kingdom of God: Bible and Theology (12)</u>

BTS 111	OT Studies and Theology I	3
BTS 112	OT Studies and Theology II	3
BTS 211	NT Studies and Theology I	3
BTS 212	NT Studies and Theology II	3

<u>Serving God and Neighbor: Christian Perspective and Calling (6)</u>

HUM 101	Integral Christian Thinking	3
HUM 102	Christian Calling and Stewardship	3

<u>Exploring Creation and Culture (25-28)</u>

HUM 111	Culture and Civilization I	3

HUM 112	Culture and Civilization II	3
HIS 211	American History I	3
HIS 212	American History II	3
Humanities and Fine Arts Requirement[1]		3-6
Social Science Requirement[2]		3
Lab Science Requirement[3]		4
Avodah Excursions and/or Avodah Immersion		3
Cross Cultural Experience		

Capstone (3)

LBS 400	Capstone	3

[1]The Humanities and Fine Arts requirement through a 3 credit hour class (i.e. MUS 211, HUM 211, COM 211, COM 234) or through 6 credit hours of performance or studio arts.
[2] The Social Science requirement may be satisfied through classes such as ECO 211, ECO 212, or any other classes listed under the Social Science Concentration.
[3] The Lab Science requirement may be fulfilled by taking a 1 credit hour lab in addition to a science class. Such classes are offered at Providence each fall semester. If interested in transferring in this requirement, please contact the registrar's office for more information.

AREAS OF CONCENTRATION

Providence Christian College offers concentrations in the following areas:

Biblical and Theological Studies
Biblical Languages
Business, Economics, and Society
Communication Arts
Education
English
History
Social Sciences
Visual and Performing Arts

Descriptions of these areas of concentration can be found in the Academic Catalog beginning on page 60 in the Academic Concentrations section.

CAPSTONE COURSE

The Liberal Studies major at Providence Christian College culminates in a capstone course. This course is designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in one or all of their chosen areas of concentration. Faculty members will determine the components of this course including goals, objectives and methods of assessment appropriate for the particular concentration(s).

AVODAH EXPERIENCES PROGRAM

In keeping with the mission of the college and in order to equip students to effectively engage the diverse local and global community, Providence sponsors Avodah Experiences. *Avodah*, a Hebrew term which has a dual meaning of work/service or worship/service, encapsulates this program well. This term is rooted in the biblical framework that all of life should be lived as a spiritual act of worship for God's glory in light of His delivering us from our bondage to sin (Deut. 10; Romans

12:1,2). This Reformed perspective on work and worship acknowledges Christ's Lordship over all creation (1 Cor. 10:31; Col. 1:15-20); therefore, the college offers a broad spectrum of experiences. All of creation is meant to be understood, explored, and subdued (Gen. 1:28), but we are also called to work and serve as salt and light in this world (Matthew 5:13-16; John 21:15-17).

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

Practically, this program is implemented in two phases: Avodah Excursions and Avodah Immersions. Avodah Excursions are day trip excursions into the Southern California culture. They are foundational learning experiences for this unique program and provide students with a taste of the diverse community in which we are placed. The second phase builds upon that foundation by granting junior and senior students opportunity to participate in extended cross-cultural immersion experiences (1-3 weeks). These trips occur primarily during summer term, but may also take place during the academic year.

All traditional students are required to complete three Avodah Experiences credits as a part of their Core requirements. Each Avodah Excursion is worth ¼ academic credit; each Avodah Immersion is worth one academic credit. Students must participate in one Avodah Excursion per semester during their time at Providence (eight total); traditional students may participate in as many as two excursions per semester at no extra cost to them (16 total). Transfer students complete the requirement at a pro-rated level depending on the number of credits they transfer into Providence (contact the director of student life for more information). The Avodah Immersion may satisfy the college cross-cultural experience graduation requirement. (Please see the Cross-cultural Experience policy for more information.) Avodah Excursions and Immersions will be graded on a pass/fail basis. Any combination of Avodah Excursions and Immersions can be used to meet the Core requirement of three Avodah Experiences credits.

Expenses for the Avodah Excursions are considered part of the academic program of the college and thus have been included in tuition. Students may attend two Avodah Excursions for each semester they attend Providence. Excursions beyond their limit may be attended on a space available basis; however, students will be charged a fee per additional experience to cover the expenses. The extended Avodah Immersion trips will be funded through a combination of tuition, student deposits, and individual student fundraising.

CROSS-CULTURAL EXPERIENCE POLICY

In keeping with the mission of the college and in order to equip students to effectively engage the diverse local and global communities, students must complete one significant cross-cultural experience as a requirement for graduation. This requirement is the primary vehicle for encouraging students towards Kingdom Service, one of the college's core values.

The experience will include three phases: a time of cultural learning and preparation; a meaningful immersion into another culture; and a thoughtful reflection following the experience. The cross-cultural experience should be of sufficient intensity and duration that the student is able to personally interact with people of a different culture, learn about the culture, and understand the spiritual and/or physical needs of the host culture. Following the experience, the reflection should include an analysis of the student's home and visited cultures from a Christian perspective. Mere tourism is not adequate.

A cross-cultural experience involves interaction with a cultural or ethnic community outside of the student's home culture. After participating in the Cross-cultural Experience, a student will be able to:

- Define culture
- Explain a biblical perspective on culture
- Conduct cultural research using ethnographic methodologies
- Understand a cultural group other than his/her own
- Compare his/her native culture to another culture
- Observe, assess, and evaluate the needs of another culture as well as the needs of the student's own culture
- Articulate a broad understanding of the global church
- Meaningfully interact with Christians from a different culture
- Appreciate cultural traditions significantly different from his/her own
- Understand cross-cultural tensions and different frames of reference
- Reflect critically upon his/her own culture

Phase 1 – Preparation

All students are required to attend at least four preparatory seminars before participating in the cross-cultural experience. As a part of the Avodah Immersion program, additional sessions will be led by the faculty/staff leading the trip. These sessions will focus on defining culture, understanding the target culture/country in specific, prayer, team-building, fundraising, and logistics. While not a pre-requisite, COM 221 (cross-cultural communication) would be beneficial to the cross-cultural experience. Additional sessions may be required of those attending individually proposed Cross-cultural Experiences.

Seminar 1 – Biblical Perspectives on Culture (general for all students)
Seminar 2 – Understanding Cultures and Ethnographic Methods (general for all students)
Seminar 3 -- Missiology: Understanding World Missions and Holistic Ministry
Seminar 4 -- Learning about the Target Culture (specific to the trip)

Phase 2 – Immersion

This phase can be accomplished through a number of different means. The immersion experience should be at least 7 days in duration, and include participant-observation data collection (e.g. written journals, photo journals, blogs).

The students must choose one of the following options:

1. International Service/Ministry Trips – The Student Life department will host an Avodah Immersion trip each year . (Please review the Avodah Experiences policy for more information.) These trips will include a variety of locations, durations, and experiences.

2. Avodah Excursion Mexico Trips – The Student Life department will host at least one weekend Avodah Excursion trip to Mexico each spring semester. Attending two of these weekend Avodah Excursions will meet the requirement for Phase 2.

3. Independent Experiences – Students may opt to take a cross-cultural experience trip with their church or a missions organization. Semester abroad programs may also be considered on a case by case

basis. These independent experiences must be approved by the director of student life before participating in the trip.

Phase 3 – Reflection

While reflection will occur throughout the experience, it will formally happen following the trip. The trip leader will guide the students through a number of debriefing exercises after returning from the trip. These reflection sessions will vary in duration depending on the intensity of the experience. Students participating in an independent experience will debrief with a member of the student life staff upon returning to campus.

Although there may be additional trip specific assignments, the following items must be submitted to the director of student life during this time:

- Copies of the written and photo journals
- A signature photo
- A cross-cultural reflection paper

In order to receive credit for the cross-cultural experience a student must:
1. Complete Phase 1 seminars

2. Complete the experience as documented by team leader's report and student reflection assignments. Those completing independent experiences must submit verification of completion – a letter from a leader/official who administered the experience documenting the duration and tasks of the experience.

3. Completion of the reflection activities, including the submission of a written and photo journal, a cross-cultural reflection paper, and a signature photo that meets the criteria listed in the cross-cultural program guide.

Pre-professional Programs

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

PRE-LAW

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

PRE-SEMINARY

The Association of Theological Schools (A.T.S.) recommends that pre-seminary students develop the ability to think, communicate, and do independent research. Pre-seminary students also should learn about human culture and society and develop proficiency in biblical languages. The substantive Christian liberal studies core curriculum at Providence, a concentration in English, history, or social science, and the concentration in biblical languages (two years of Greek, one year of Hebrew)

provide excellent preparation for seminary. Pre-seminary students, however, should consult the catalogs of the seminaries they may attend for specific entrance requirements.

Off-Campus Study Programs

Several colleges offer off-campus programs in which Providence students may participate on a *space-available basis*. These various programs have their own minimum academic requirements for participation. Students interested in these programs should prepare themselves for these requirements. Students must also pay for these classes.

Providence scholarships and grants awarded for on-campus coursework (such as the College Aid Grant) or require specific on-campus obligations as a condition for the award cannot be applied to off-campus programs. Students are responsible for contacting the financial aid department for further details. In considering these programs, students should work with the Registrar and contact the host institutions for the most up-to-date information.

Through Calvin College

www.calvin.edu/academic/off-campus/

SEMESTER IN BRITAIN

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

SEMESTER IN CHINA

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

SEMESTER IN FRANCE (OFFERED FALL 2011 & 2013)

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

SEMESTER IN GHANA

This program allows students to live on the campus of the University of Ghana, in Legon, near Accra, Ghana's capital, where they will study at the university's Institute of African Studies. Students take two courses with the Calvin program director, a course in the local language (Twi), and at least one course taught at the University of Ghana.

SEMESTER IN HONDURAS (Development Studies) (OFFERED FALL TERM)

This program takes place in Tegucigalpa, the capital of Honduras, and is for students who want a first-hand experience living in a less developed country to prepare for further study or careers in

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

SEMESTER IN HONDURAS (Spanish Studies) (OFFERED SPRING TERM)

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

SEMESTER IN HUNGARY (OFFERED FALL TERM)

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

SEMESTER IN NEW MEXICO (OFFERED FALL TERM)

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

SEMESTER IN THE NETHERLANDS (Science and Engineering emphasis) (OFFERED SPRING TERM)

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

SEMESTER IN SPAIN (OFFERED FALL AND INTERIM/SPRING TERMS)

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

SEMESTER IN WASHINGTON, D. C. (OFFERED SPRING TERM)

This program is open to many fields of study through the wide variety of job options found through Career Services. Job options like working at CNN, the Department of Transportation or

Amnesty International. You will stay with other Calvin students at the Heritage Foundation in the heart of the city, near Capitol Hill. Prerequisite for the D.C. program is an Introduction to Washington, D.C. class offered in the Fall.

Through Covenant College

www.covenant.edu/students/resources/experiential/off_campus_study

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

Through Dordt College

www.dordt.edu/academics/programs/off_campus/semester_dordt.shtml

STUDIES PROGRAM IN CONTEMPORARY EUROPE (SPICE) (OFFERED SPRING TERM)

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

SEMESTER IN Chicago (CS)

This program offers a distinctive opportunity for living, learning, and working in a large metropolitan city. It is an internship and seminar program that will help students to identify and pursue their career goals. Students have the option of living in off campus housing provided by CS or finding their own housing.

SEMESTER IN NICARAGUAN (SPIN) (OFFERED FALL TERM)

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

Through Trinity Christian College

http://www.trnty.edu/Academics/majors.html

SEMESTER IN SPAIN

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

CHICAGOQUEST (OFFERED SUMMER TERM)

This four-week program gives students structured living experience and teaches them about the various service opportunities available in Chicago. Students will live in studio apartments in downtown Chicago while taking classes in history, art history, theology, or any other courses being offered.

Through the Council for Christian Colleges and Universities (CCCU)

http://www.bestsemester.com/

Although Providence is not yet a member of CCCU, the college has a special arrangement with CCCU that will allow junior and senior students to participate in its off-campus study programs on a space-available basis. Check their website for current information. http://www.bestsemester.com

CCCU Domestic Programs

AMERICAN STUDIES PROGRAM (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/asp/

Founded in 1976, the American Studies Program (ASP) has served hundreds of students as a "Washington, D.C. campus." ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students experience on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help students live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credits.

CONTEMPORARY MUSIC CENTER (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/cmc/

The Contemporary Music Center (CMC) on the island of Martha's Vineyard near Cape Cod, Massachusetts, provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: the Artist, Executive, and Technical Tracks. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The Executive Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. The Technical Track prepares students for careers in live sound, concert lighting, and studio recording. Students within each of the tracks receive instruction, experience, and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study and a practicum. Students earn 16 semester hours of credit.

LOS ANGELES FILM STUDIES CENTER (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/lafsc/

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, *Hollywood Production Workshop* and *Theology in Hollywood*, focusing on the role of film in culture and the relationship

of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

WASHINGTON JOURNALISM CENTER (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/wjc/

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

CCCU International Programs

CHINA STUDIES PROGRAM (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/csp/

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or helping in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration that includes a three-week, full-time internship. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an, Xiamen and Hong Kong. This interdisciplinary, cross cultural program enables students to deal with this increasingly important part of the world in an informed, Christ centered way. Students earn 16-17 semester hours of credit.

SCHOLARS' SEMESTER IN OXFORD (SSO) (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/sso/

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

LATIN AMERICA STUDIES PROGRAM (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/lasp/

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of Latin Americans. Students also take part in an internship/practicum and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business (offered only fall term); and Environmental Science (offered only spring term). Students in all concentrations earn 16-18 semester credits.

MIDDLE EAST STUDIES PROGRAM (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/mesp/

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

OXFORD SUMMER PROGRAMME (OFFERED SUMMER TERM)
http://www.bestsemester.com/osp/

The Oxford Summer Programme (OSP) is a five week program designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the British Isles and give more focused attention to topics of particular interest through the seminars which emphasize student learning and research under expert guidance. Seminars (and their attached tutorials) are given on specialized topics under the direction of expert Oxford academics in the areas of history, religious studies, philosophy, English literature, the history of art, and history of science. The programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.

International Partners Programs

AUSTRALIA STUDIES CENTRE (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/asc/

The Australia Studies Centre (ASC) program is housed at the Wesley Institute in Sydney, Australia, and includes classroom study combined with experiential, cross-cultural academic instruction. All students take a required course in Australian culture, economics, politics and religion, with the rest of the coursework consisting of electives from the Wesley Institute. Students participate in service projects and live in homestays with local families to help them encounter the Australia that tourists never see. We seek to challenge students to grapple with the implications of what it means to put down

deep local roots which have global consequences socially, environmentally and spiritually. Students also travel into the countryside to engage rural life and the aboriginal peoples.

UGANDA STUDIES PROGRAM (OFFERED FALL AND SPRING TERMS)
http://www.bestsemester.com/usp/

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

ACADEMIC CONCENTRATIONS

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

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

Biblical and Theological Studies (18 credit hours)

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

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

Students may also supplement a BTS Concentration with a Biblical Languages Concentration. This enables students to read and study the Scriptures in the original Hebrew and Greek languages.

A concentration in Biblical and Theological Studies equips students to effectively and faithfully serve the Lord in many different callings in the church and society. The ability to think carefully with biblical principles is crucial for entrepreneurial careers in the business world. The concentration provides the biblical and theological foundation necessary for Bible teaching, missions, counseling, social work, international relief and refugee work, as well as for graduate study in those fields. For those contemplating seminary training, broad exposure to the liberal arts (in the major), combined with BTS and Biblical Languages concentrations, will enable the student to take maximum benefit from such graduate study.

Mission Statement:

The mission of the Biblical and Theological Studies department is to equip students with the content of the Bible, its historical context and proper methods of interpretation, and the Reformed theology which summarizes its teachings. Students also learn to apply this biblical content and theology to contemporary life and culture, and to their own personal lives, leading to spiritual growth and ministry in the church and the world. Students also develop the skills to communicate this biblical and theological reasoning and conclusions effectively in both speaking and writing.

Student Learning Outcomes:

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

1. Demonstrate a working knowledge of the entire Bible (Old and New Testament Scriptures), including its historical, cultural, and literary contexts.

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

3. Demonstrate a knowledge of the systematic teaching of Scripture, especially with reference to the theology of the orthodox creeds and the Reformed tradition, as well as an ability to fairly evaluate alternative perspectives, sensitive to the role of presuppositional commitments.

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

5. Communicate effectively both the process and conclusions of biblical and theological study, in both oral and written venues.

Concentration Course Requirements:

BTS Required Course (3):

BTS 205	Hermeneutics	

BTS Elective Courses (15):

One course from each of the following three areas:

Biblical Studies:

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

Theological Studies:

BTS 360	Doctrine of God	3
BTS 362	Christology	3
BTS 363	Pneumatology & Soteriology	3
BTS 370	Ecclesiology	3
BTS 396	Special Topics in Theological Studies	3

Historical & Philosophical Studies:

BTS/HIS 215	History of Christianity I	3
BTS/HIS 216	History of Christianity II	3
BTS 340	Christian Ethics	3
BTS 342	Apologetics	3
BTS 245	Major World Religions	3
BTS/SOC 325	Sociology of Religion	3
BTS 348	World Missions	3
BTS/HIS 345	Religion in America	3
BTS/HIS 386	John Calvin	3
BTS 397	Special Topics in Historical/Philosophical Studies	3

Two additional BTS courses from any of these areas 6

Biblical Languages (18 credit hours)

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

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

Mission Statement:

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

Student Learning Outcomes:

Students who complete the Biblical Languages Concentration are able to:

1. Demonstrate a proficiency in the basic elements of grammar and syntax for both biblical Hebrew and Greek, showing an understanding of the linguistic categories, as well as mastery of a basic vocabulary sufficient for reading Hebrew and Greek biblical texts.

2. Pursue exegetical study of the Hebrew Bible (Old Testament) or the Greek New Testament, evaluating exegetical arguments based on their knowledge of the language, and utilizing the tools for such study (text-critical apparatus, advanced lexicons, grammars, commentaries, and scholarly articles).

3. Understand the value of knowing Hebrew and Greek for reading, studying, interpreting, and teaching the Bible .

4. Apply insights gained in the text of the Hebrew Bible (Old Testament) and Greek New Testament to the contemporary context and to their own personal lives and callings.

Concentration Course Requirements:

Students may fulfill the 18 hours for this concentration by taking either 2 years of Greek (Beginning and Intermediate) and 1 year of Hebrew (Beginning), or 2 years of Hebrew (Beginning and Intermediate) and 1 year of Greek (Beginning).

Additional one credit hour elective courses not required for the concentration may be offered in Greek or Hebrew reading and exegesis. These courses may be repeated in subsequent semesters provided different material is covered.

Biblical Greek:

GRK 101	Beginning Greek I	3
GRK 102	Beginning Greek II	3
GRK 205	Intermediate Greek I	3
GRK 206	Intermediate Greek II	3
GRK 3XX	Greek Reading and Exegesis	1

Biblical Hebrew:

HEB 101	Beginning Hebrew I	3
HEB 102	Beginning Hebrew II	3
HEB 201	Intermediate Hebrew I	3
HEB 202	Intermediate Hebrew II	3
HEB 3XX	Hebrew Reading and Exegesis	3

Business, Economics, and Society (21 credit hours)

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 concentration in business, economics, and society 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.

Mission Statement:

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

Student Learning Outcomes:

Develop an ethical framework for business decision making

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

Demonstrate knowledge and skills in accounting.

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

Demonstrate knowledge and skills in economics

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

Demonstrate knowledge and skills in management.

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

Develop skills as an entrepreneur

1. Utilize creative thinking exercises to identify a potential business
2. Build a business plan for a viable venture
3. Incorporate a business perspective that glorifies God.

Concentration Course Requirements:

BES Required Courses (18):

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

BES Concentration Elective (3):

Choose one of the following:

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

Communication Arts (21 credit hours)

The world of communication is constantly changing and yet one thing stays consistent – the need to communicate. The Communication Arts department desires to prepare students for successful

entry into the multifaceted world of communication and media by graduating competent, creative, and Christ-like communicators prepared to serve in a variety of callings.

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

Mission Statement:

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

Student Learning Outcomes:

Students will be able to:

1. Articulate a biblical perspective within the field of Communication Arts demonstrating knowledge of the aesthetic dimension of life and the Christian's responsibility for nurturing and enhancing his or her gifts and talents in service to Christ and his kingdom.
2. Communicate effectively for a variety of audiences in various mediums to demonstrate competence in writing, critical thinking, visual storytelling, performance, and production.
3. Demonstrate knowledge of the history, current issues, and techniques used in both production and performance in the various fields of the communication arts such as public relations, journalism, theater, new media, television, and motion pictures.
4. Critically discern, dissect and analyze messages of persuasion, argumentation, and fallacy found within the media.

Concentration Course Requirements:

COM Required Courses (9):

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

COM Writing Elective (3)

Choose one of the following:

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

COM Concentration Electives (9)

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

Education (24 credit hours)

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

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

The teacher education program begins with four foundational courses which provide a solid framework for teaching in a variety of educational settings. In addition to the foundational courses, students need to choose either an elementary or secondary focus. To complete the Education concentration, students finish with methods courses that help to apply the educational foundations to practical settings. Finally, students who want extended field experience in the classroom should enroll in either the internship or student teaching program.

Those graduating from Providence with and Education concentration have a number of different options to begin their professional careers. Providence's education program prepares students for ACSI teaching certification, enabling them to teach in Christian schools in North America and all over the world. Second, once Providence achieves regional accreditation, any student wishing to be certified through the state of California should, upon graduation from Providence, enroll in a fifth year credential program at a college or university approved by the California Commission on Teacher Credentialing. Third, Providence students who complete the Education concentration are well-prepared to teach their own children both in a primary or secondary means. Fourth, the Education concentration enables students to take an active role in church education programs as Sunday school teachers or youth workers.

Mission Statement:

The Education concentration exists to prepare students to be excellent teachers who are inspired and equipped to teach Christianly in whatever setting they are called.

Student Learning Outcomes:

Students will be able to:

1. Articulate a Christian and Reformed perspective on education.
2. Demonstrate excellence in preparation, pedagogy, and assessment in a variety of educational settings.
3. Communicate a strong understanding of the history, philosophy, and psychology of education.
4. Identify professional and Christian solutions to current issues in education.
5. Enter an educational setting with confidence to lead a diverse and exceptional student group in learning.

Concentration Course Requirements:

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

Education Foundation (12)

EDU 101	Foundations of Education	3
EDU/PSY 202	Educational Psychology	3
EDU 300	Exceptional Learners	3
EDU 301	Curriculum and Instruction	3

Elementary Education (12)

EDU 310	Teaching of Reading	2
EDU 331	Elementary Methods & Lab	4
Electives: At least six credits from the following		
EDU 303	Student Diversity	2
EDU 305	Technology for Educators	2
EDU/ENG 312	Children and Adolescent Literature	3
EDU 322	Methods of Teaching Bible	2
EDU 360	Church Education	2
EDU 361	Home School Education	2
EDU 365	Educational Leadership	2
EDU 451	Field Experience – Internship	1-2

Secondary Education (12)

EDU 304	Secondary Methods & Lab	4
Subject Area Methods		2
Electives: At least six credits from the following		
EDU 303	Student Diversity	2
EDU 305	Technology for Educators	2
EDU/ENG 312	Children and Adolescent Literature	3
EDU 360	Church Education	2
EDU 361	Home School Education	2
EDU 365	Educational Leadership	2
EDU 451	Field Experience – Internship	1-2

Student Teaching (For those only seeking an ACSI Certificate) (12)

EDU 450 Field Experience – Student Teaching (12) (Along side a capstone to be taken with an education focus)

English (21 credit hours)

"The importance of a study of language, as opposed to a scientific study of a space-time event like a solar eclipse or rat behavior, is that as soon as one scratches the surface of the familiar

and comes face to face with the nature of language, one also finds himself face to face with the nature of man."

—Walker Percy, *The Message in the Bottle*

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

Mission Statement:

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

Student Learning Outcomes:

1. Critical thinking: Comprehension of written and oral expression, discussion, and theoretical argument structure and formulation.
2. Communication skills: Composition of college-level analytical essays using rational structure (*logos*), accepted style and appropriate evidence (*ethos*), and sympathy for opposing points of view (*pathos*); oral presentation and response; creative writing, poetry and prose.
3. Content knowledge: Literacy in British, American, and World poems, plays, short stories, novels, and literary non-fiction; authors' lives; awareness of texts' historical context and relevance.
4. Critical approaches: Familiarity with new critical, historicist, psychoanalytic, and reader-response schools of literary criticism.
5. Biblical perspective: Ability to interpret literature within the paradigm of creation, fall and redemption.

Concentration Course Requirements:

ENG Required Courses (6):

ENG 210	Critical Scrutiny	3
ENG 271	Introduction to Creative Writing	3

ENG Concentration Electives (15):

Choose 5 electives (at least 2 must be upper division)

ENG 211	American Literature to 1865	3
ENG 212	American Literature from 1865	3
ENG 221	British Literature I	3
ENG 222	British Literature II	3
ENG 311	Non-Western Literature	3
ENG 341	Studies in World Literature	3

ENG 385-95	Special Topics in Literature	3
COM 241	Principles of Journalism	3
COM 345	Media Writing	3
COM 375	Script Writing	3

History (18 credit hours)

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

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

Mission Statement:

The History Department of Providence Christian College exists to provide students with the tools for understanding the development of human culture, understood as the working out of basic worldview commitments, in time and space in light of God's created order. The conceptual model utilized by the history department is one that privileges the Christian motifs of creation, fall, and redemption. The department thus exists to prepare students to serve in a variety of callings (e.g., teaching, journalism, law, social activism, or the gospel ministry) by nurturing a community of learners characterized by historical consciousness, critical interpretive skills, and an integral Christian perspective.

Student Learning Outcomes:

Students will be able to:

1. Exhibit knowledge of the chronological flow of human history—including names, dates, and places—by ordering a series of significant events in history.

2. Identify major social, cultural, intellectual, and economic changes in history (e.g., forms of transportation, changes in forms from agrarian to feudal economies, changes in forms of migration [immigration/emigration], changes in ideas, and changes in cultural identity).

3. Identify, analyze, and articulate, in both speaking and writing, particular historical arguments and schools (e.g., Progressive, Consensus, Marxists, Annal, etc.) Explain why historical interpretations differ and how they are affected by time [i.e., historical context].
4. Utilize evidence from a variety of primary and secondary sources to understand and describe events, issues, and perspectives.

5. Demonstrate familiarity with historical research databases

Concentration Course Requirements:

HIS Required Courses (6)

HIS 300	Historiography	3
HUM 201	Introduction to Cultural Studies	3

HIS Concentration Electives (12):

Choose two U.S history courses (6)

HIS 352	Revolution and Early Republic	3
HIS 355	Religion in America	3
HIS 351	History of California	3
HIS 385	Radicalism in America	3

Choose one European history course (3)

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

Choose one Non-Western History (3)

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

Social Science (22 credit hours)

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

Mission Statement:

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

Student Learning Outcomes:

Students will be able to:

1. articulate theories and evaluate the strengths and weaknesses of major scholars and interpreters of the social sciences.

2. articulate a critical integration of Reformed Christian perspective to the social sciences.
3. apply an interdisciplinary knowledge of the social sciences to social structures and problems (including ethnicity, class, status, individual and group behavior, and distribution of power and resources).
4. critically analyze theoretical claims and the data used as evidence.

Concentration Course Requirements:

SSC Required Course (4)

MAT 243	Statistics	4

SSC Concentration Electives (12):
Choose 6 courses (at least 2 must be 300 level or higher)

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

Visual and Performing Arts (21 credit hours)

The Visual and Performing Arts concentration explores the world of visual art, film, music, and theater in an interdisciplinary program that combines practice and performance with theory and history. Students pursing this concentration will have considerable flexibility in how they arrange their coursework, allowing either specific focus on a particular form of artistic expression or a broad foundation across several arts.

Mission Statement:

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

Student Learning Outcomes:
Students will be able to:
1. Demonstrate performance or creative ability in one or more of the artistic disciplines represented in the concentration.
2. Demonstrate a working knowledge of the history and central theories of one or more artistic

disciplines.
3. Articulate central issues in the philosophy of aesthetics and the appreciation of visual and performing arts.
4. Articulate a Reformed Christian perspective on the arts.

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

Applied Performance/Studio/Practicum (6)
At least three hours from any of the following:

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

Theory and History (9)
At least six hours from any of the following:

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

Electives (6)
Any six hours drawn from any course above, field experience, special topics, or related courses with approval of academic adviser

COURSE DESCRIPTIONS

Art (ART)

111 **Drawing I**
(2 credits)

112 **Drawing II**
Prerequisite: ART 111 or instructor approval (2 credits)

113 **Drawing III**
Prerequisite: ART 112 or instructor approval (2 credits)

Biblical and Theological Studies (BTS)

111 **Old Testament Studies and Theology I: *Pentateuch and Historical Books***
In this course we read and closely examine each of the biblical books from Genesis to Esther with a view to 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc.); 2) hermeneutics, or how to interpret the Old Testament as Christians, and the special genres of law, covenant, and historical narrative; 3) the historical and cultural ancient Near Eastern background of the Old Testament; 4) the biblical and systematic theology taught in these books, especially creation, fall, the nature of the covenants, redemption, atonement, law, temple, holiness, prophets, priests, kings, and typology . (3 credits)

112 **Old Testament Studies and Theology II: *Psalms, Wisdom Literature, and Prophets***
In this course, we read and closely examine each of the biblical books from Job to Malachi with a view to 1) questions of introduction (authorship, dating, integrity of the books); 2) special issues of interpreting Hebrew poetry, wisdom literature, and genres of prophecy; 3) the historical and cultural ancient Near Eastern background of these books; 4) the biblical and systematic theology taught in these books, particularly the progressive revelation of the coming eschatological kingdom of God and his Messiah, the way of wisdom, the problem of suffering, the sovereignty of God, ultimate judgment and salvation, the new covenant and the coming of the Spirit. (3 credits)

211 **New Testament Studies and Theology I: *Gospels and Acts***
In this course we read and closely examine each of these biblical books with a view to 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc.); 2) hermeneutics, or how to interpret the unique genres of the Gospels and Acts; 3) inter-testamental history as background to the Gospels; 4) the biblical and systematic theology taught in these books, especially the kingdom of God and Old Testament fulfillment, the

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

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

205 Hermeneutics
This course is a study of the methods and principles of biblical interpretation. We begin with a survey of key figures and debates in the history of interpretation in the church. Then because the Bible is both divine and human word, we study the nature and necessity of presuppositions, grammatical-historical interpretation, and contemporary application. Particular attention is given to the contested issues of the New Testament's interpretation of the Old Testament, and the implications for faithful Christ-centered interpretation of all the Scriptures. (3 credits)

215 History of Christianity I: From the Apostolic Era to the Reformation
This course examines the history of the Christian church from the time of the apostles to the European Reformation of the 16th century. Emphasis will be given to the geographical expansion of the church, the development of orthodoxy, forms of spirituality, and worship. This course is cross-listed as HIS 315 (3 credits)

216 History of Christianity II: From the Reformation to the Present
This course is a continuation of BTS 315 from the Reformation to the present time. Emphasis will be given to the diversity of Protestantism, the challenges of the modern age, and the spread of Christianity worldwide. This course is cross-listed as HIS 316 (3 credits)

321A Genesis
This course provides an in-depth study of this foundational book of origins. Special focus is given to interpreting the accounts of creation, fall, flood, and the rest of the primeval history, in view of challenges to their historicity and the need for a discerning appreciation of the findings of science. We explore the redemptive-historical theology of the book, highlighting the promises, the patriarchal covenants, and their Christological significance. Prerequisite: BTS 111 or permission of the instructor. (3 credits)

323 Psalms
This course provides an in-depth look at the Book of Psalms. We will study the nature of Hebrew poetry, the history and principles of Psalms interpretation, the structure of the Psalter, and the different Psalm genres. The goal will be to understand the theology of the Psalms as focused on the kingdom of God and his coming Messiah, and the way of wisdom embodied by that hoped for fulfillment of the Davidic type. Consistent Christological interpretation

then reveals important implications for our use of the Psalms in worship and Christian living. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

326 Apocalyptic Literature
This course focuses on the biblical books or portions of books sharing features of apocalyptic prophecy: Isaiah 24-27, Ezekiel 38-48, Daniel, Zechariah, and the New Testament book of Revelation. Dealing with God's climactic intervention to crush evil and bring in the new age, apocalyptic features visions and symbolism that require careful attention to literary genre and historical context, including inter-testamental Jewish apocalyptic. Revelation will be seen to build on much of this earlier apocalyptic tradition. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

327 Isaiah
This course is a detailed study of the book of Isaiah against the background and history of the prophetic institution in ancient Israel. The prophets called God's people to covenant faithfulness, warned of God's judgment, and proclaimed coming redemption through his Messiah. Isaiah gives us climactic revelation regarding the coming of this one as King and Suffering Servant. The theology of the book is foundational for understanding the New Testament, and provides a powerful message for the church today. Prerequisite: BTS 112 or permission of the instructor. (3 credits)

332 Johannine Literature: Gospel and Letters
This course is a study of the fourth Gospel and 1-3 John. Recent scholarship has produced a wealth of research on these books opening up new vistas for appreciating the depths of John's theological themes. These focus on the glory of the eternal Word made flesh, fulfilling the Old Testament, revealing to us the Father and the Spirit, and redeeming us on the cross. Special study is also made of the historical reliability of John's Gospel, and of John's theology of mission. Prerequisite: BTS 212 or permission of the instructor. (3 credits)

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

334 Later NT Literature
This course is a study of the general or catholic epistles (Hebrews, James, 1-2 Peter, and Jude). A special study is made of the theology of Hebrews, focusing on the superiority of Christ as the fulfillment of OT types and shadows, and the danger of apostasy. Issues of Jewish Christianity then and now are examined, especially with reference to Hebrews and James. Close attention is given to the exegesis of contested passages in these books. Prerequisite: BTS 212 or permission of the instructor. (3 credits)

340 Christian Ethics

This course outlines a biblical framework for approaching ethical questions and issues. It examines how the Church has addressed ethical questions at different times in history and how contemporary Christians can develop a biblically relevant approach to the issues of our day. This course is cross-listed as PHL 340. Prerequisite: BTS 320. (3 credits) (Cross-listed as PHL 340)

342 Apologetics

This course is a study of the why and how of Christian witness to the truth of the faith, as we seek to be prepared to "give an answer for the hope that is in us." The approach is biblical, historical, and philosophical, and examines the merit of competing apologetic methods, considering the necessary role of presuppositions and evidences. Special attention is given to resurgent scientific naturalism and the intelligent design response, our postmodern and pluralistic context, historical arguments for Christ and his resurrection, responding to Islam, and the problem of evil. The course also stresses that the necessary framework for this task is the cultivation of winsome persuasion in genuine human relationships, and a demonstrated Christian character that gives ultimate crediblility to our defense of the faith. (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. This course is cross-listed as PHL 345. (3 credits) (Cross-listed as PHL 345)

348 World Missions

This course begins with a study of the biblical bases for mission activity around the world. It then examines the history of mission efforts in other countries, especially those within the Presbyterian and Reformed traditions. A further examination is made of the current status of missions and the special needs and approaches called for in the 21st century. (3 credits)

355 Religion in America

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

360 Doctrine of God

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

362 Christology

A study of the person and work of Christ, this course will lead us to a deeper appreciation of the practical importance of knowing Christ as the God-Man and what he has accomplished for

us. Recent challenges to Nicene and Chalcedonian orthodoxy and to penal substitutionary atonement will be met by a closer examination of Scripture as well as the best of the patristic and Reformed theological tradition. Finally, we will consider how the gospel of our salvation is at stake in the ways Jesus Christ has been misrepresented in our current Christian cultural context. Prerequisite: BTS 320 or permission of the instructor. (3 credits)

363 Pneumatology and Soteriology
This is a study of the person and work of the Holy Spirit. We examine his role in the Trinity and throughout redemptive history. Because the Spirit unites us to Christ and applies his saving work to our lives, we study the doctrines of salvation, including Arminian objections to Reformed soteriology. We also seek a biblical perspective on the gifts of the Spirit and contemporary charismatic experience. Our study will lead us to know God the Holy Spirit more deeply, live more by his power, and better reflect his holiness. Prerequisite: BTS 320 or permission of the instructor. (3 credits)

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

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

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

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

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

Biology (BIO)

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

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

305 Ecology
This course is an introduction to organismal or physiological ecology (the interactions of organisms with their physical environment), population and community biology, and the structure and functions of ecosystems. Lectures and laboratory. Prerequisites: BIO 112. (4 credits)

Business (BUS)

111 Personal Finance
This course is an introduction to the mathematics used in the following functional areas of business: accounting, economics, finance, management, marketing, and operations. In addition, students will survey the management of personal and family finances, including budgeting, consumer buying, personal credit, savings and investment, home ownership, insurance and retirement. Prerequisite: A math score of 18 on the ACT or 460 on the SAT, or three years of college preparatory mathematics in high school with grades of C+ or above, or a grade of C or above in MAT 100. (3 credits)

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

202 Principles of Accounting II

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

205 Principles of Management

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

301 Business Law

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

306 Principles of Marketing

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

307 Human Resource Management

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

310 Entrepreneurship and Innovation

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

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

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

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

385-395 Special Topics in Business Administration
These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

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

450 Field Experience
This course is an internship for one semester in an off-campus location that provides students with real-life experience in applying their business administration major. Students meet with their faculty adviser and other students to discuss internship experiences, current issues in business, and to assist students in developing skills for the job-seeking process. The number of credits will be determined according to the number of hours the student spends in the internship. Prerequisite: Senior standing as a business administration major. (3-6 credits)

Communication Arts (COM)

101 Introduction to Public Communication
Before students can engage people and culture for Christ, they must understand how to publicly communicate their thoughts and ideas. Knowing that public communication is often mankind's greatest fears, this course seeks to encourage and develop the skills needed for

successful oral communication. The course will examine the presentational, organizational, and research skills needed to succeed in public communication. (3 credits)

201 Visual Storytelling and Communication
This course introduces students to the concepts and principles used to visually tell stories and communicate ideas. Students will be exposed to various mediums that use visual storytelling and communication such as film, television, journalism, theater, and advertising. Basic techniques and designs will be examined and applied throughout the course. (3 credits)

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

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

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

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

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

260 Film and Video Production
This course focuses on the fundamentals of visual media production in the film and television media, including production planning, lighting, shooting, audio, directing, and editing. Students participate in various individual and group projects, and lab time. The second course focuses more on advanced non-linear editing techniques. (3 credits)

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

310 Acting
(3 credits)

330 Principles of Public Relations
Communication principles and theories are applied to the field of public relations. Emphasis is placed on developing successful approaches to establishing and maintaining mutual understanding between organizations and their publics through successful two-way communication. (3 credits) (Formerly COM 225)

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

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

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

360 Advanced Film and Video Production
This course is a continuation of COM 260. (3 credits) (Formerly COM 261)

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

370 Directing
This course focuses on the craft of directing and its unique relationship with the actor and the script. Students will learn key concepts such as communicating their vision, trusting their intuition, casting the right actor, and handling pressure on the set or stage. Through

discussions, exercises, and practical presentations, students will learn how to become effective directors. Prerequisite: COM 260. (3 credits)

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

385-395 Special Topics in Communication
These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

450 Field Experience
The student will undertake an internship with a direct connection to communication studies. This course is an internship for one semester in an off-campus location that provides students with real-life experience in applying their communication major. Students may also be required to regularly meet (at the discretion of the overseeing professor) with professors and/or other students regarding internship experiences, current issues in the field of communication, and to develop skills for the job-seeking process. Prerequisite: Open to juniors and seniors by permission of the overseeing professor. (3-6 credits)

Economics (ECO)

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

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

Education (EDU)

101 Foundations of Education
This introductory course provides a context for the educational enterprise, primarily focusing on the history and philosophy of education. The Bible is examined to determine biblical norms

for education, and a philosophy of education based on these norms is developed. The history of education in America (both public and Christian schools) is explored. An answer is sought to the question: Is God calling me to be a teacher? (3 credits)

201 Psychology of Lifespan Development

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

202 Educational Psychology

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

300 Exceptional Learners

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

301 Curriculum and Instruction

This course develops an orientation and worldview for a school's curriculum that emerges from or is in harmony with the Bible and the previously developed philosophy of education. It explores the ways in which a biblical view of truth and knowledge influences curriculum design and application. Special emphasis will be placed on equipping students to write integrated units, assessments, and lesson plans that implement a school's mission statement and core values. Prerequisite: EDU 101 (3 credits)

303 Student Diversity

This course equips future teachers with the knowledge and skills required to meet the educational needs of students from diverse cultural and socio-economic backgrounds. Prerequisites: EDU 202, or permission of the instructor. (2 credits)

304 Instructional Strategies (Secondary)
This course develops instructional strategies for secondary (7-12) teachers in their particular areas of disciplines or areas of concentration. Emphasis is placed on the development of strategies or methods that are in harmony with biblical norms, the nature of the student, the nature of the discipline, the ways students learn/know, and the unique dispositions of the teacher. Prerequisites: EDU 301. (2 credits)

305 Technology for Educators
This course prepares students to integrate technologies in teaching, learning, assessment, and the school curriculum. Students develop competence in planning and designing learning environments and experiences that use technologies, and in using technologies in professional growth and productivity. The course addresses social, ethical, and legal issues in developing a Christian perspective on the use of technology. Prerequisite: EDU 202. (2 credits)

310 Teaching of Reading
This course is designed to provide a foundation to the teaching of reading in the elementary school. It includes a general survey of approaches to reading instruction along with a critical analysis of those approaches. The skills taught focus on those competencies that are essential regardless of the grade level taught. (2 credits)

312 Children and Adolescent Literature
The course explores the vast resources in children's literature and demonstrates appropriate ways of making literature a delight for young children. In addition, this course incorporates a general survey of both traditional and contemporary authors and works from the adolescent literature genre. (3 credits)

322 Bible for the Elementary Grades
This course presents strategies for teaching Bible in the elementary grades of the Christian school. This workshop will present and evaluate strategies for Bible instruction, including incorporating biblical concepts throughout the elementary curriculum. Prerequisite: EDU 301 or permission of instructor. (2 credit)

331 Elementary Methods and Lab
This course addresses the knowledge and skills needed to teach in the content areas of language arts, math, science, and social studies from a biblical perspective. Students learn strategies and techniques for creating and assessing developmentally appropriate learning activities in order to meet individual student needs. Participation in this class and lab will prepare students to implement differentiated instruction incorporating technology, fine arts, and state or national standards. (4 credits)

360 Church Education
This course examines the Sunday school movement historically in America and equips students to deal with the special challenges that face a church education program, i.e., curriculum choice, classroom management, Sunday school teacher training, effective classroom management, etc. (2 credits)

361 Home School Education
This course examines the Home School movement historically in America and equips students to deal with the special challenges that face families who choose to home school. This course will equip students to be effective home school educators. (2 credits)

365 Educational Leadership
This course explores the theory and practice of educational leadership. The focus is primarily upon preparing students to become effective K-12 administrators; however, application can be made to train for leadership in church education programs. (3 credits)

385-395 Special Topics in Education
These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. Each summer Providence offers a summer education class for continuing education units for local Christian teachers; this can also be taken by education students for credit. (1-3 credits)

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

451 Field Experience - Internship
Students are placed for a one-semester internship within a Christian school or Church education setting. This internship provides them with the opportunity to assist teachers, librarians, school administrators, or church education leaders. While not as extensive as EDU 450, the student will be able to experience their chosen educational setting to evaluate future employment in education. This is an excellent option for students completing one of the Education minors. Prerequisite: Junior or Senior as an education student. (1-6 credits)

English (ENG)

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

101 Composition: Writing and Research
In this course, students learn to write college-level narrative, descriptive, analytical and persuasive essays. Using Lynn Bloom's *Essay Connection* as a primary text, we will also discuss prose structure and style in light of selected readings from William Zinsser and E. B. White.

Prerequisite: ACT-English score of 18 or higher, or and SAT-Verbal score of 460; alternately three or more years of college preparatory English with grades of a C+ or above, or a grade of C or above in English 100. (3 credits).

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

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

211 American Literature to 1865
This course provides a survey of significant works in American literature from Native American writing, colonial writing and pamphleteering, as well as works by Brown, Irving, Cooper, Emerson, Fuller, Poe, Hawthorne and Melville. Attention is paid to defining Enlightenment and Romantic writing in American literature. Prerequisites: ENG 101. (3 credits)

212 American Literature from 1865
This course surveys American literature since the Civil War—from naturalist authors Walt Whitman, Mark Twain, Edith Wharton, and others, to modernists such as Gertrude Stein and T. S. Eliot, to the Beats and the rise of Pop, to the many styles of postmodern theater, short story, poem, television, film and net-based writing, including David Mamet, John Ashbery, and Richard Ford. Prerequisites: ENG 211. (3 credits)

221 British Literature 1
This course surveys British literature from the Middle Ages to the late eighteenth century. Prominent works by Chaucer, Shakespeare, Milton, Spenser, Locke, and Boswell will be discussed as well as these works' historical context. Prerequisites: ENG 101. (3 credits)

222 British Literature II
This course surveys major works of British literature from the late-eighteenth century to the present. Attention is paid to identifying elements of the literary periods of the Enlightenment, Romanticism, Modernism and Postmodernism. Prerequisite: ENG 221. (3 credits)

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

271 Introduction to Creative Writing

This course develops students' skills in poetry, fiction, and essay writing. Examples of prominent prose and poetry writers will be studied and evaluated alongside a student's own work. Prerequisites: ENG 101 and 201. (3 credits)

302 Contemporary Poetics

This course exposes students to the world of contemporary American and British poetry (circa 1960-present). In addition to reading poetic works by individual authors, students will explore schools and movements, journals, and cultural institutions connected with contemporary poetry. Students will be asked to try their hand at poetry as well as to keep a portfolio of writing and attend three-four live readings. (3 credits)

310 Teaching of Reading

This course is designed to provide a foundation to the teaching of reading in the elementary school. It includes a general survey of approaches to reading instruction along with a critical analysis of those approaches. The skills taught focus on those competencies that are essential regardless of the grade level taught. (2 credits) (Cross-listed as EDU 310)

311 Non-Western Literature

As one of the comparative courses on offer, Non-Western Literature helps to broaden a student's literary education that is usually based solely on the Anglo-American tradition. The course rotates according to the instructor's preferences; possible topics may include: African Literature, Jewish Literature, Indian literature, Ancient Greek literature, or Pacific literature. Prerequisites: ENG 101, 201 and 210. Concurrent enrollment in ENG 210 is acceptable. (3 credits)

312 Children and Adolescent Literature

The course explores the vast resources in children's literature and demonstrates appropriate ways of making literature a delight for young children. In addition, this course incorporates a general survey of both traditional and contemporary authors and works from the adolescent literature genre. (3 credits) (Cross-listed as EDU 312)

315 Language Arts for the Elementary Grades

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

321 Advanced Writing

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

325 Methods of Teaching Secondary English

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

331 Transatlantic Comparisons

This course looks at comparison between different national literary traditions of those countries bordering the Atlantic Ocean. The Anglo-American relationship will be primarily studied, while attention to Continental Europe, South America, Africa and the Caribbean will be available to the student in research projects. Prerequisites: ENG 101, 201 and 210. Concurrent enrollment in ENG 210 is acceptable. (3 credits)

341 Studies in World Literature

This course provides a broad exposure to literature from around the world. Alongside focus on poetry and prose from various continents, some initial work in effective comparison as well as how globalization affects literary study will be examined. Prerequisites: ENG 101, 201 and 210. Concurrent enrollment in ENG 210 is acceptable. (3 credits)

345 Single Author

This course allows the student to read a significant portion of an author's oeuvre. Authors may include Shakespeare, Milton, Chaucer or more contemporary authors. Prerequisites: ENG 101, 201 and 210. (3 credits)

385-395 Special Topics in Literature

These courses cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. Sample topics may include: Comedy and Modernism; Women and Literature; The Inklings; Theology and Literature; and Race and Literature. Prerequisites: ENG 101, 201 and 210. (1-3 credits)

Geography (GEO)

205 World Geography

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

Greek (GRK)

101 Beginning Greek I
This course is a beginning study of New Testament Greek with emphasis on the essentials of grammar and basic vocabulary. (3 credits)

102 Beginning Greek II
This course is a continuation of GRK 101. It includes the reading of selected prose passages. Completion of this course allows students to read the New Testament with the help of a grammar dictionary. Prerequisite: GRK 101. (3 credits)

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

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

301 Greek Reading and Exegesis
This course will enhance students' Greek proficiency with the reading, analysis, and translation of a variety of Hellenistic Greek texts. These may include one or more books of the New Testament, portions of the Septuagint, and the Apostolic Fathers. Includes new and review vocabulary work. Prerequisite: GRK 206. (1 credit)

Health and Physical Education (HPE)

Personal Health Fitness

101 Walking/Jogging
This course introduces lifetime physical fitness principles through low-impact walking and an introduction to jogging. Student experience includes both indoor and outdoor walking routines with the inclusion of boxing and kickboxing elements. (1 credit)

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

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

104 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)

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

107 Weight training
This course introduces lifetime physical fitness principles through weightlifting and other muscle developing exercise. Students will learn the fundamental skills and principles of weightlifting in a fitness-based setting. (1 credit)

Leisure and Lifetime

111 Badminton
This course introduces the leisure and lifetime concept through the sport of badminton. Students learn the fundamental skills and rules necessary to participate in badminton at the recreational level. (1 credit)

112 Tennis
This course introduces the leisure and lifetime concept through the sport of tennis. Students learn the fundamental skills and rules necessary to participate in tennis at the recreational level. (1 credit)

113 Bowling
This course introduces the leisure and lifetime concept through the sport of bowling. Students learn the fundamental skills and rules necessary to participate in bowling at the recreational level. Course fee: TBD (1 credit)

114 Golf
This course introduces the leisure and lifetime concept through the sport of golf. Students learn the fundamental skills and rules necessary to participate in golf at the recreational level. Course fee: TBD (1 credit)

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

116 Outdoor Adventure: Hiking & Backpacking
This course is designed to give the student a general overview of and experience in hiking and backpacking. With these skills the student will be able to spend time in the backcountry in appreciation and exploration of God's wonderful creation. Through a series of lectures, class activities, day hikes, and overnight outings, the student will develop hands on understanding of

how to efficiently and safely experience backcountry travel. Throughout the course, the student will learn how to: travel and camp comfortably, deal with injuries, cook in the outdoors and simultaneously appreciate and protect the environment. Course fee: TBD (1 credit)

118 Sailing
TBD

Intercollegiate Sports

201 Cross-Country Running Team

211 Men's Soccer

Other Courses

385-395 Special Topics in Health and Physical Education
These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

Hebrew (HEB)

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

102 Beginning Hebrew II
This course is a continuation of HEB 101. Prerequisite: HEB 101. (3 credits)

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

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

301 Hebrew Reading and Exegesis
This course will increase students' Hebrew proficiency by further reading and analysis in the Hebrew Bible, and additional work with advanced lexical and grammatical tools. Prerequisite: HEB 202. (1 credit)

History (HIS)

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

211 American Civilization: Early Encounters to 1865
This course surveys the development of American culture from pre-colonization to the Civil War, with an emphasis on political, cultural and religious developments, the development of the Constitution, democratization, the opening of the west, and competing definitions of American identity. (3 credits)

212 American Civilization: 1865 to Present
This course surveys the development of American culture from Reconstruction to the present, with an emphasis on political, intellectual, and religious developments, ethnic diversity, and the emergence of America as a world power. (3 credits)

215 History of Christianity I: From the Apostolic Era to the Reformation
This course examines the history of the Christian church from the time of the apostles to the European Reformation of the 16th century. Emphasis will be given to the geographical expansion of the church, the development of orthodoxy, forms of spirituality, and worship. (3 credits) (Cross-listed as BTS 215)

216 History of Christianity II: From the Reformation to the Present
This course is a continuation of HIS 315 from the Reformation to the present time. Emphasis will be given to the diversity of Protestantism, the challenges of the modern age, and the spread of Christianity worldwide. (3 credits) (Cross-listed as BTS 216)

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

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

267 Twentieth and Twenty-first Century Europe
This course covers the history of Europe from World War I to the present time. It examines the social, cultural, and political implications of the twentieth century's major events such as the two World Wars, the rise of totalitarianism, the Holocaust, the emergence of the Cold War, the founding of the European Union, and the fall of the Berlin Wall. Special attention is

given to the enduring tension between European unity and national particularism as well as to the burden of the European past. (3 credits)

300 Historiography

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

331 Comparative World History

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

337 East Asian History and Politics

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

347 Latin American History and Politics

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

351 History of California

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

352 American Revolution and Early Republic

This course examines the formative period of the American nation. Students will consider both the history and historiographical debates surrounding the causes and consequences of the American Revolution and the subsequent economic and political institutions set up during the

Early Republic. Particular focus will be placed on contemporary discussions about the legacy of the Revolution and the meaning of the American nation. (3 credits)

353 American West

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

355 Religion in America

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

385-395 Special Topics in History

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

385 Radicalism in America

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

386 John Calvin: Reformer and Theologian

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

Humanities (HUM)

101 Integral Christian Thinking

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

102 Christian Calling and Stewardship

This course will continue the work begun under HUM 101 to introduce students to the distinctives that underlie education at Providence Christian College. It will examine the doctrine of calling, or vocation, with reference to the calling of a student as well as preparation for future callings. God entrusts the earth's resources to humankind and requires us to exercise wise stewardship. The class will explore how stewardship manifests itself in the life of the believer. Students will explore how a Reformed Christian perspective shapes our understanding of Christian calling and stewardship. Prerequisite: HUM 102. (3 credits)

201 Critical Theory

This course helps students refine a range of literary-critical theory skills including close-reading and contextual analysis as it relates to the historical grounding of textual reading and writing, familiarizing them with key historic schools of literary theory that have been shaped by thinkers including Marx, Nietzsche, Strauss, Foucault, and Derrida. (3 credits) (Cross-listed as ENG 210)

311 Aesthetics

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

Liberal Studies (LBS)

400 Capstone

The Liberal Studies major culminates in an interdisciplinary capstone course taken in the student's senior year. This course is designed to allow students to demonstrate their mastery of institution-wide learning outcomes as well as their achievement of competency in their concentrations. Students may request to work with faculty members in either of their concentrations. Particular components of this course including goals, objectives and methods

of assessment appropriate for the particular concentration will be set by the faculty member, and will include a portfolio of student work and a final project.

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

Mathematics (MAT)

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

102 **College Algebra**
This course reviews equations and inequalities, and then focuses on functions and graphs: linear, quadratic, inverse, exponential, and logarithmic. Finally, basic trigonometry is surveyed, and systems of equations are studied. Students who pass with at least a "C" meet the graduation requirement. Prerequisite: A math score of 18 on the ACT or 460 on the SAT, or three years of college preparatory mathematics in high school with grades of C+ or above, or a grade of C or above in MAT 100. (3 credits)

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

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)

Music (MUS)

101-108 **Voice private lessons**
Private voice lessons. Additional fee required. (5.-1 credit)

111-118 **Instrumental private lessons**
Private instrument lesson. Additional fee required. (.5-1 credit)

121-128 **Vocal Ensemble**
Small vocal ensembles such as duets, trios, and quartets are arranged according to student needs and performance levels. Performances are arranged for college chapels and concerts, church services, and other such venues. (.5 credit)

131-138 **Chorale**
Providence Chorale is a choral organization of mixed voices whose members are selected by audition from the entire student body. The Chorale is both a performance organization of the Music Department and a service organization to the College. Concerts include selections drawn from the classical, folk, and ethnic traditions incorporating a large percentage of worship materials. Students who enroll in the fall should plan to participate in the spring as well. (1 credit)

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

151-158 **Chamber Singers**
This smaller organization of choral singers is made up of highly gifted and experienced singers chosen by audition only. (1 credit)

171-178 **Instrumental Ensemble**
Small instrumental ensembles such as woodwind quintet, brass quintet, string quartet, and piano trio are arranged according to student needs and performance levels. Performances are arranged for college chapels and concerts, churches, and other such venues. (.5 credit)

181-188 **Orchestra** (1 credit)

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

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

211 **Music Appreciation**
This is an overview course of the significant forms, styles and composers of music in Western Music History, with an emphasis on listening and appreciating the distinctive features of the compositions while evaluating the aesthetic role of music in society. Students will be required to attend and critique live performances of different musical styles as part of this course. (3 credits)

220 Introduction to Classroom Music Methods

Music methods for the classroom is an overview course for education majors and an introduction course for those who may wish to become music specialists in elementary and middle schools. The focus of the course will be strategies for music integration into all curricular areas. Students will explore and apply several instructional methodologies in music education including Kodaly, and Orff. (2 credits)

222 Conducting I

This course is designed for students planning to teach or direct instrumental or choral music in a variety of settings. Students will study the techniques and language of conducting, the preparation and management of rehearsal, and the interpretation of music based on compositional structures, styles and historical performance practices. Must be taken while participating in a choral or instrumental ensemble. (2 credits)

224 Music Literature

A survey of the several genres of musical literature in Western History focusing on the renown works among them. Extensive score analysis and listening prepare music students for deeper understanding of instrumental, choral and vocal repertoire. (2 credits)

226 Piano Pedagogy and Practices

This practical course prepares students for the field of teaching others to play the piano. The course will cover beginning to advanced instructional techniques, musical resources, and methods for teaching a variety of piano performance styles. (2 credits)

230 Aural and Written Theory with Keyboard I

The foundation for all musicianship is the understanding and application of the structures and elements of music. Fundamental keyboard skills provide the means for practice and study of musical notation and rhythms, intervals, major and minor keys, and melodic and harmonic structures. Students will also learn sight-singing, study basic form analysis, and compose simple melodies with chords in different keys to play on the keyboard. Lab assignments beyond class hours required. (4 credits)

231 Aural and Written Theory with Keyboard II

This course continues the study of the fundamentals of musical structures, elements, and sight-singing using keyboard skills. Students will analyze the specific melodic and harmonic structures of compositions from the 17th -19th Centuries, and prepare individual compositions demonstrating a fugue, verse and refrain hymn form and a composition for a solo instrument with piano accompaniment. Lab assignments beyond class hours required. (4 credits)

240 Music History I

This course is designed to examine the development of Western music from the Greeks to the end of the Baroque period, with attention to non-western music and sacred music. (3 credits)

241 Music History of the Western World II
This course is the continuation of MUS 240 and examines the development of Western music from the Baroque to the present, with attention to non-western music and sacred music. (3 credits)

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

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

385-395 Special Topics in Music
These courses will cover a variety of topics that are not studied in depth in other departmental courses. Topics will be chosen according to student interest and instructor expertise. (1-3 credits)

Philosophy (PHL)

340 Christian Ethics
This course outlines a biblical framework for approaching ethical questions and issues. It examines how the Church has addressed ethical questions at different times in history and how contemporary Christians can develop a biblically relevant approach to the issues of our day. Prerequisite: BTS 320. (3 credits) (Cross-listed as BTS 340)

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) (Cross-listed as BTS 345)

Political Science (POL)

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

Psychology (PSY)

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

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

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

General Science (SCI)

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)

101 Principles of Sociology
This course focuses on the importance of Christian involvement in sociology and how this relates to the three major areas of the field: social interaction, social concerns, and social

institutions. In-class and out-of-class research projects are included in order to provide the beginning student exposure to important methodological tools. (3 credits)

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

325 Sociology of Religion
This course examines the practice of religion in a social context, and the application of basic principles of sociological analysis to religion. Emphasis will be placed on religion in the contemporary United States. (3 credits)

Spanish (SPN)

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

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

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

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

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

Administrative Staff

David Belden, *Men's Soccer Coach*
Max Belz, *Admissions Counselor*

Justin Bleeker, *Director of Student Life*
Ruby Bleeker, *Development Assistant/Alumni Relations*
Tina Bos, *Financial Aid Officer*
Wanda De Vries, *Library Assistant*
Mary Ellen Godfrey, *Accreditation Liaison Officer*; M.A., Case-Western Reserve University
Dwayne Johansen, *Business Manager,* B.S., California Polytechnic, San Luis Obispo
Deb Punter, *Admissions Counselor*
Patricia Tsai, *Registrar/Director of Academic Support and Career Center;* M.A., Azusa Pacific University
Keri Whitaker, *Men's and Women's Cross-Country Coach*
Courtney Withington, *Resident Director*

Faculty

Teaching Faculty

Ryan McIlhenny (2007), *Associate Professor of History;* B.A., Covenant College; M.A., California State University, East Bay; Ph.D., University of California, Irvine

John Milton (2005), *Assistant Professor of Business;* B.A., Wheaton College*;* MBA, Olivet Nazarene University

Russ Reeves (2005), *Provost* and *Associate Professor of History;* B.A., Pacific Christian College; M.A., California State University, Fullerton; Ph.D., The University of Iowa

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

Adjunct Teaching Faculty

David Belden (2005), *Adjunct Instructor of Health and Physical Education;* B.A., Azusa Pacific University; M.S. Azusa Pacific University

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

Juliette De Soto (2011), *Instructor of English;* B.A., Biola University; M.A., University of California, Northridge

Brian Kamps (2008), *Adjunct Instructor of Geography;* B.A., Dordt College

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

Jeffrey Mills (2007), *Adjunct Professor of Physics;* B.A. and M.S., University of Nebraska, Lincoln; Ph.D., Indiana University

Chuck Ryor (2008), *Adjunct Instructor of Communication;* B.S. West Virginia University; M.A., Reformed Theological Seminary: Ph.D. (cand.), Florida State University

Peter Uwarow, *Adjunct Instructor of English,* B.A., Bob Jones University; M.A., Westminster Seminary California

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

Visiting Teaching Faculty

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

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

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

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

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