



Catalog

2012-2014

Web Site:
<http://www.cccollege.edu>

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Community Christian College
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College Addresses:

Bloomington Teaching Site:
955 South Bloomington Ave.
Rialto, CA 92376

Telephone: (909) 877-1239

Downey Teaching Site:
Calvary Chapel, Downey
12808 Woodruff Ave.
Downey, CA 90742

Telephone: (562) 803-5631

Ontario Teaching Site: (Dual Enrollment)
931 W. Philadelphia St.
Ontario, CA 91762

Redlands Campus:
251 Tennessee Street
Redlands, CA 92373

Telephone: (909) 335-8863
FAX: (909) 335-9101

San Bernardino Campus:
1777 West Baseline St.
San Bernardino, CA 92411

Telephone: (909) 327-2554

Sun Valley Campus:
9000 Sunland Blvd.
Sun Valley, CA 91352

Telephone: (818) 252-7940
FAX: (818) 504-2644

A Note From the Leadership

Welcome to Community Christian College

The pages of this catalog will acquaint you with a rather uncommon college, yet one that is very focused.

Community Christian College pursues a special mission indeed and does so with vigor. All of us at the College make it our highest aim to empower students to achieve their full academic potential. We also create an atmosphere in which students will advance spiritually and make decisions that will permanently shape their future.

We have seen over and over how the AA degree in liberal arts from this Christian community college turns out to be the stepping-stone that enables our graduates to enroll at very reputable four-year universities from among a large spectrum of such institutions. The simple fact is that an education at *Community Christian College* includes completing what we call *My Blueprint for Life*, which is setting one's personal goals for a career and for further studies. *My Blueprint for Life* challenges every student to prayerfully establish those goals in keeping with one's God-given talents. It is also true that at *Community Christian* we will provide our students with all necessary help in acquiring required skills in mathematics, English, and study habits so that they can meet the expectations of our AA program. We will do so in a caring and mentoring manner, fully aware that our academic success starts with godly faculty who are exceptional teachers in the classroom and one-on-one.

Should you decide to enroll at *Community Christian College* at any of our three centers -- Redlands, San Bernardino, or Sun Valley -- you will discover Christ-centered higher education at its best.

A warm welcome awaits you at *Community Christian College*.

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Mr. Donald Nydam

Dr. Friedhelm Radandt

Mr. Blake Rochette

Dr. Raymond Turner, Secretary

Mr. John Voortman

College Administration

President: Troy Vugteveen

M.A., Fuller Theological Seminary, Pasadena, California, 1992
B.A., Psychology, Northwestern College, Orange city, Iowa, 1989

Vice-President for Academic Affairs/ Registrar/ College Pastor: John Harbison

D.Min., Covenant Theological Seminary, St. Louis, Missouri, 2001
M.Div., Westminster Theological Seminary, Philadelphia, Pennsylvania, 1985
M.A.R., Westminster Theological Seminary, Philadelphia, Pennsylvania, 1984
B.S., Forestry, Pennsylvania State University, State College, Pennsylvania, 1978

Associate Professor of Theology and the Arts/ Chairman of the Faculty: Aaron Hebbard

Ph.D., Literature, Theology and the Arts, University of Glasgow, Scotland, 2005
M.A., Biblical Studies, Vanguard University, Costa Mesa, California, 1996
B.A., Religion, Vanguard University, Costa Mesa, California, 1992

Sun Valley Campus Student Admissions and Retention: Domingo Mota

B.A., The Master's College, Santa Clarita, California, 1999

Financial Aid Administrator/ VA Certifying Official: Debra Prins

B.A., Communication, Calvin College, Grand Rapids, Michigan, 1983

Business Office Manager: Saroja Sinniah

M.A., Education, Azusa Pacific University, Azusa, California, 2007
B.A., Liberal Arts, California Baptist University, Riverside, California, 2003

Admissions Counselor: David Zamora, Inland Empire

Admissions Counselor: Marsha Yvonne Jones, San Bernardino

A.A., Liberal Arts, Community Christian College, Redlands, California, 2010

Admissions Counselor: Cheville McKenzie, San Bernardino

B.A. California State University, San Bernardino, California, 2010

Admissions Counselor: Patricia Reed, Sun Valley

B.S., Aviation Sciences, Oklahoma State University, 1999

Director of Information Services: Marilyn Hope

M.A., Communication, University of Arizona, Tucson, Arizona, 1998
M.L.I.S., Library and Information Science, University of Hawaii, Honolulu, Hawaii, 1990
B.S., Anthropology, University of California, Riverside, California, 1989
B.S., Biological Sciences, University of California, Irvine, California, 1971

About Our College

Community Christian College is an independent Christian, co-educational two-year college, devoted to the liberal arts, and granting an Associate of Arts degree in the Liberal Arts.

College History and Philosophy

In the early 1990s, thinking, praying, and planning began among a group of educationally and spiritually adventuresome people in Redlands, California. The early planners agreed that there was a place for a new institution of higher education in Southern California, one which would be:

- ❖ ***Distinctively Christian***, joyfully celebrating faith in Jesus Christ, and honoring Christian values in both thought and practice.

- ❖ ***Academically excellent***, with highly qualified faculty who are dedicated to teaching and leading students to acquire the intellectual skills and knowledge necessary for a superior general education.

- ❖ ***Nurturing and supportive***, where small classes and personal attention foster a close-knit community of genuine friendship and camaraderie.

- ❖ ***Affordable***, bringing a high quality Christian college experience at an affordable cost within reach of all college-bound students.

The College was incorporated in June 1994 as a nonprofit corporation for the public benefit. It is governed by its own self-perpetuating Board of Trustees, and, as such, is legally and financially independent of any church, denomination, or educational institution. The College's trustees, now 20 in number, include educators, business persons, pastors, and leaders of Christian non-profit organizations, all representing a wide range of denominations and Christian fellowships.

In August 1995, the College received conditional approval to operate from the agency of the State of California known as the Bureau for Private Postsecondary and Vocational Education.

Instruction began in September 1995 with a first class of 10 students. In October 1996, the College received from the Bureau full, unconditional approval to operate and to grant degrees. The College celebrated its first class of graduates in June 1997. The College prepares students to be ready to transfer to senior colleges and universities to complete their Bachelor's degrees.

Bureau for Private Postsecondary Education

Community Christian College is a private postsecondary institution that is approved to operate by the BPPE in the State of California. Any questions a student may have regarding this catalog that has 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.

Accreditation Status

Community Christian College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434).525-9539; e-mail: info@tracs.org] having been awarded Reaffirmation I of its Accredited Status as a Category I institution by the TRACS Accrediting Commission on April 3, 2012. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Mission and Purpose

The Mission Statement of Community Christian College is as follows:

Community Christian College, with campuses in primarily underserved urban communities, exists as an associate's degree granting liberal arts institution to foster student learning and to educate students in a Christian worldview by developing the skills, competencies, and character to engage and thrive in our diverse world.

To accomplish the mission, Community Christian College offers a two-year liberal arts education in a Christian environment. To complete the mission, we strive for the following:

1. To provide students the opportunity to complete successfully a program of study provided in a Christian setting and from Christian perspectives.
 - a. Students -- including those from socio-economically disadvantaged backgrounds -- are able to gain admission and begin a course of study at Community Christian College.
 - b. Students will complete a course of study or earn the A.A. degree.
 - c. Students will be equipped to continue their studies at a four-year college or university.
2. To offer a curriculum in the liberal arts that promotes the development of Christian knowledge, skills, and values.
 - a. The curriculum will include courses in six areas: Religious studies, humanities, communication skills and critical thinking, mathematics and natural sciences, social and behavioral sciences, and lifelong development.
 - b. The students' exposure to the curriculum will be shaped and supported by an individual planning process (i.e. My Blueprint for Life).
 - c. The curriculum will be characterized by:
 - (1) The use of God's Word in the classroom (as it illuminates all subject matter and inquiry).
 - (2) The primacy of prayer in the classroom.
3. To provide a Christian faculty:
 - a. Who are committed to integrating their Christian faith with their academic discipline in further education, research and writing.
 - b. Who are committed to leading by example.
 - c. Who are committed to the classroom.
 - d. Who are committed to working with students.
4. To manage the College in a way that:
 - a. Reflects sound financial stewardship.
 - b. Realizes efficient operations and effective management practices.
5. To use assessment and evaluation in such a way that:
 - a. Outcomes continually inform purposes, goals and objectives.
 - b. The mission and vision are furthered as a result.

Location

The College is headquartered in Redlands, a city with a population of 67,757, next to the San Bernardino Mountains in San Bernardino County.

Redlands possesses a civic pride and rich cultural heritage which are rare in Southern California. The gateway to Big Bear Lake, and close to Lake Arrowhead, Redlands is also less than an hour from the cultural, recreational, and educational advantages of Los Angeles and most of Southern California.

The College has two additional teaching sites. One is in Sun Valley, in the metro Los Angeles area. The second is in San Bernardino in the T. Hughes Building in the vibrant west San Bernardino community.

Our Statement of Faith

We accept the Scriptures of the Old and New Testament to be the written Word of God. We believe in the divine inspiration, entire trustworthiness and final authority of the Bible in all matters of faith and practice.

We acknowledge:

- ◆ The triune God: Father, Son and Holy Spirit (I John 5:7).
- ◆ The incarnate Son: Jesus Christ, fully God, fully man (John 1:1-2,14).
- ◆ The goodness and beauty of the world, created according to the Genesis account and sustained by the Word of God's power (Genesis 1; Romans 3:22-23).
- ◆ Salvation by grace received through faith in Jesus Christ, who alone, through His life, death and resurrection, redeems us from sin and reconciles us unto God and delivers us from hell (Ephesians 1:7,2:8-10; I Peter 1:18-19).
- ◆ The essential unity of all believers, who together form one church, diverse in form and expression, of which Christ is the Head, who shall return for His church at the Father's appointed time and shall be eternally secure in God's heaven prepared for all believers (John 17; I Thessalonians 4:13-18).
- ◆ The continuing ministry of God, the Holy Spirit, who empowers the worship, service and witness of God's people in all their activities (John 14:16-18, 25-26).
- ◆ Satan is the author of sin and cause of the fall; he is the open and declared enemy of God and man, and he shall be eternally punished in the lake of fire (Job 1:6-7; Isaiah 14:12-17; Matthew 4:2-11; Revelation 20:11).

Philosophy of Education

The Christian nature of the liberal arts program at Community Christian College is manifested in three equally important characteristics: (1) a Christian faculty dedicated to the spiritual nurture and development of each student, (2) a significant component of religious studies courses within the liberal arts curriculum, and (3) a strong emphasis on the integration of Christian faith and Christian character development in all the courses of the curriculum.

The principle that all truth is God's truth is applied appropriately in each course. This and the above paragraph give the perspective that is intended to shape the College as an institution thoroughly so that its structures, staff, faculty, courses, activities, aims, and objectives all bear the imprint of devotion to the Lord Jesus Christ.

The liberal arts program of the College is comprised of an integrated, comprehensive, fully prescribed sequence of courses ranging across the traditional departments in mathematics and the natural sciences, the social and behavioral sciences, and the humanities. The point of this program is to expose students to, and provide an understanding of, the rich tapestry of ideas, techniques and perspectives that have constituted the intellectual heritage of Western civilization. These "liberal arts" are the studies which "liberate" the individual, providing the basic knowledge and intellectual skill to help students become freely functioning beings, ones who think for themselves and who are capable of effective action and lifelong learning, discovery and re-education. As such, this curriculum focuses on general knowledge and general intellectual skills such as careful, critical and analytical thinking, reading, writing, and speaking. This fosters a holistic approach to learning within the context of deep Christian faith, yielding a balance that nurtures the students' souls and intellects.

Christian education is intended to impact the whole person. Therefore, it is the responsibility of the instructor to encourage the students' ongoing spiritual growth. The Scriptures are given to equip the believer completely for every good work; therefore, it is the responsibility of the instructor to go beyond the communication of biblical truth and to apply it to the students' lives.

The College is committed to small classes, enabling more intensive, nurturing instruction between instructors and students, and between students. The College is also committed to encouraging small groups of study cells and thereby enhancing the camaraderie, spiritual nurture, and mutual assistance that the student can render to one another.

The College has as another of its main goals to assist in student transfers to senior colleges and universities to complete their Bachelor's degrees. God requires and graciously enables each believer to learn and apply His Word as the student submits to the Holy Spirit. Therefore, each professor should expect the best from each student in his class.

Admission Information

Community Christian College welcomes students who can profit from the College's educational program, who are committed to learning, and who enjoy the prospect of learning within a community of Christian scholarship.

The College invites applications from the following:

- ❖ Students who have graduated from high school.
- ❖ Students who have earned a G.E.D. (General Education Development) Certificate.
- ❖ Students who have earned a High School Proficiency Examination Certificate.
- ❖ Home-schooled students who are ready to take college courses.
- ❖ Students who have served in the armed forces.

- ❖ Students who wish to transfer from another college or university.
- ❖ Current high schoolers.

Ability to Benefit Students

An ability-to-benefit student is one who is over 18 but does not have a high school diploma, GED or equivalent. Community Christian College is willing to accept ability-to-benefit students insofar as it appears likely that they are both capable and motivated to undertake a college academic pursuit.

The following are the steps to be taken in accepting and working with ability-to-benefit students:

- a. Identification of student as ability-to-benefit during the application process.
- b. Student will undergo Testing in areas of English and Math proficiency to determine if they meet the government's required acceptance scores (Reading 55; Sentence Skills 60; Arithmetic 34).
- c. Student will be immediately placed on Academic Monitoring, in which his/her progress in all courses will be closely observed, and will be counseled to keep a reduced course load until demonstration of academic competence is observed.

Application Procedure

The following are required to apply for admission:

1. A completed application form accompanied by a nonrefundable \$25.00 application fee.
2. An official (sealed) transcript of high school records. A final high school transcript showing evidence of graduation is required if the student has attended high school. (If transcripts are unavailable for a reason beyond the applicant's control, a diploma or its equivalent may be accepted in lieu of transcripts.)
3. A copy of a GED or High School Proficiency Certificate, if applicable.
4. An official transcript of all college records, if any.
5. An admissions interview with an admissions or other College officer.

Students are encouraged, but not required, to submit a copy of any standardized test results [e.g., Scholastic Aptitude Test (SAT), American College Test (ACT), and/or Test of English as a Foreign Language (TOEFL)]. Results may be included on the official high school transcript.

The College may admit students who do not have a high school diploma, GED, or equivalent (ability to benefit student) on the basis of the Accuplacer scores on the ABT (Ability to Benefit) test.

The strong inclination of the College's Admissions Policy is to admit students who meet the basic requirements and who are eager to join this community of Christian scholarship.

Admission as a Part-Time Student

Students are welcome to take courses on a part-time basis, either for credit or as auditors. The admissions process is the same as for those seeking full-time status. Enrollment priority is given to full-time students since the overriding considerations are the preservation of the integrity of instruction for each class.

Admission of International Students

1. Effective December 1, 2004, as required by the United States Department of Justice, Immigration and Naturalization Service, all international students who apply to Community Christian College will need to qualify for a Certificate of Nonimmigrant Student Status (F-1).
2. As part of the application process, all international students must take the TOEFL test to determine their level of English competency. This may be taken online and results are to be forwarded to Community Christian College. The College Code is 038744.
3. International students will also need to complete new student placement testing which will include both English Language Proficiency and Math Proficiency. These tests will be administered during testing days at the college, usually in the month preceding each quarter.
4. Final acceptance of the student will be decided by the Vice President for Academic Affairs.
5. The College does not provide Visa services, but the College will vouch for student status and any associated charges.

Handicap Access Policy

Community Christian College, in accordance with its mission to offer students the opportunity to successfully complete a two-year liberal arts education from Christian perspectives, seeks to provide equal opportunity to persons with handicaps in access to the college's facilities, programs, activities, and services.

Non-discrimination Policy

Community Christian College is open to all without regard to race, sex, ethnic background, color, or disability.

Financial Aid & Tuition

Community Christian College is able to offer a high-quality private college education through the efficiencies built into the program: no costly additional programs such as music or athletics, a unified curriculum with elective courses, and primarily adjunct faculty members. Because of these factors, our tuition for full-time students is one-third the cost of the tuition charged by the average private college.

Financial Aid

It is the desire of Community Christian College, within the limits of its resources, to provide financial assistance to students with demonstrated need, especially those who, without such aid, would not be able to attend CCC.

The Financial Aid Office provides counseling and assistance to students and their families in structuring the most appropriate package of financial aid. This assistance is based on a partnership which includes students and family support, federal and state grants, loans and financial aid from CCC.

CCC does not discriminate on the basis of sex, race, color or national and ethnic origin in administration of its scholarship and loan programs.

Since the College has received full accreditation, students may file for both federal and state grants and loans. In order to obtain these funds, a FAFSA (Free Application for Federal Student Aid) form must be completed. The student applies online at <http://www.fafsa.gov>. The FAFSA

form may be sent in after January 1 for the upcoming school year (for example, the form may be sent in after January 1, 2010 for the 2010-2011 school year). The FAFSA form should be completed and mailed no later than March 2 which is the deadline for some grants and loans.

Community Christian College adheres to the federal guidelines as follows: A person must be enrolled as a "regular student" in an eligible program in order to receive Federal Student Aid funds. A regular student is someone who is enrolled or accepted for enrollment in an eligible institution for the purpose of obtaining a degree or certificate offered by the school. Students are required to sign a form indicating their intent to obtain a degree from Community Christian College.

Privately funded aid is made available to students who can show financial need through an application and committee review process and who are not eligible for federal funds. A completed FAFSA form is also necessary to receive financial aid through the College.

Aid may take the following forms:

❖ ***Tuition Discounts***

Funds applied to the student's tuition charges that do not require repayment.

❖ ***Federal Loans***

These include federal Stafford and Parent PLUS Loans which are low-interest loans administered by the College to the student. Repayment is not required until six months after a student falls below half-time or ceases attendance.

❖ ***Scholarships***

Details on institutional programs are available from the Financial Aid Office.

❖ ***Federal Grants***

Available, as determined by the FAFSA form and CCC's financial aid committee. These include Pell Grants, FSEOG, and ACG. Priority is granted to students whose FAFSA application has been submitted by February 15 for FSEOG.

❖ ***State Grants***

Cal Grants are California State Awards based on state residency, GPA and financial need. To qualify for Cal Grant, a FAFSA form and a GPA verification form must be filed by the March 2nd deadline (current Cal Grant recipients need not file the GPA verification form but must file the FAFSA form). Students attending CCC may qualify for the Cal Grant A or the Cal Grant B programs.

❖ ***Academic Competitiveness***

Eligibility is dependant on at least half-time enrollment, completion of a rigorous high school program, and Pell Grant recipient status.

❖ ***Veterans' Benefits***

A veteran who qualifies for educational benefits must apply online <http://www.gibill.va.gov> and then contact the Financial Aid Administrator.

❖ ***Federal Work Study***

Available on a limited basis. First come/first serve basis. Priority is granted to students whose FAFSA application has been submitted by February 15.

❖ **Department of Rehabilitation**

The College has a designated contact with the department to assist students with disabilities. The student works directly with the Department of Rehabilitation to obtain assistance.

All financial aid is awarded for the academic year and disbursed according to the standard **quarterly** terms of the College. Students who have taken out a loan with the College must complete both Entrance and Exit counseling.

Students attending Community Christian College who wish to receive financial aid, including federal, state, and institutional benefits, in addition to meeting the other eligibility criteria, must be in good academic standing and making satisfactory academic progress in their degree 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, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

Community Christian College does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Textbooks and Supplies

Tuition does not cover the cost of books and other instructional materials. Typically, textbooks cost between \$175 and \$300 per quarter. Students are responsible for obtaining the proper books for each class. At least four weeks prior to the beginning of each quarter, a booklist which includes titles, authors, publishers, and ISBN numbers for all courses for that quarter will be made available. This list will also include a wide range of book sites on the Internet so that students may search for the best possible price for each book. The list is also posted on the College's web site.

Methods of Payment

All monies due are to be paid in U.S. dollars, and checks are to be drawn on or through a U.S. bank. Tuition payment may be made in one of four ways:

- ❖ In full, for a full year, at the time of registration.
- ❖ In full, for a full quarter, at the time of registration.
- ❖ According to financial payment arrangements made with the College Business Office, which can be on a monthly basis.
- ❖ VISA or MasterCard.

Refund of Tuition

According to the BPPE, a student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Community Christian College extends this right to cover a full refund of all tuition and fees if a student drops by the end of the add/drop week, the third week of instruction. **After that time no refund will be made.**

Tuition (effective Summer 2012)

Per unit charge for courses	\$225.00
Audit Fee, single course (no college credit)	100.00
High school, single course	506.25

Fees

Admission

Application Fee (one-time, non-refundable)\$ 25.00

General

Registration Fee (due at registration each quarter) 25.00

Student Fee (per quarter, includes STRF assessment fee)100.00

Library/Technology Fee (per quarter)100.00

Academic

Laboratory Fee300.00

Incomplete Fee (per course) 50.00

Directed Studies Fee (per course)..... 50.00

Registrar

Transcript Fees:

Official Transcript (per transcript) 10.00

Unofficial Transcript (per transcript)..... 5.00

Transcript Processing Fees:

Rush (same day, per transcript) 15.00

Next Business Day (per transcript) 10.00

Faxed Unofficial Transcript (per fax)..... 5.00

No additional charge for 1-2 week transcript processing time..... 0.00

Graduation Fee100.00

Add/Drop Fee (per course added or dropped) 25.00

Withdrawal Fee (per course) 25.00

Business

Late Payment Fee 30.00

Wire Transfer 30.00

Credit Card Payment 5.00

Books

Additional cost, depending on the courses ~ \$300.00

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 Private Postsecondary Education.

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund.

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 is 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:
 - a. You are not a California resident, or are not enrolled in a residency program, or
 - b. 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.

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

CCR section 76215(b). A student may be eligible for STRF if the student is a California resident or is 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 repay refunds or charges on behalf of the 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 thirty days before the school closed, or if the material failure began earlier than thirty days prior to closure, the period to be 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.

CCR section 76215(a). The student must pay the state-imposed assessment for the STRF to the institution if all of the following applies to the student:

1. The student is in an educational program, and prepay all or part of his/her tuition by cash, guaranteed student loans, or personal loans, and
2. The student's total charges are not paid by any third party payer, such as an employer, government program, or other payer, unless there is a separate agreement to pay the third party.
3. A student is not eligible for protection from the STRF and is not required to pay the STRF assessment if either the student is not a California resident or not enrolled in a residency program, or total charges are paid by a third party, and there is no separate agreement to pay the third party.

Financial Aid Return Policy

Withdrawal from the College (all classes) during any period of enrollment, whether official or unofficial, may necessitate the return of federal and state financial aid.

Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of Title IV aid (Pell Grant, SEOG, Stafford loans) earned by the student for their attendance up to the date of withdrawal. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the quarter divided by the number of calendar days in the quarter. Scheduled breaks of more than four consecutive days are excluded.

If any funds are to be returned after the return of Title IV aid, they will be calculated according to the same formula and will be used to repay state aid funds, Community Christian College funds, other private sources, and the student in proportion to the amount received from each non-federal source as long as there was no unpaid balance at the time of withdrawal. If there was an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

NOTE: If prior to withdrawing, funds were released to a student because of a credit balance on the student's account, the student may be required to repay some of the federal or state funds upon withdrawing.

Student Services

Community Christian College offers a commuter-based rather than a residential educational program. It is the clear objective of the College to provide educationally purposeful, high quality programs and services conducive to “whole-person” development, both in and out of the classroom.

Catalog for Prospective Students

It is the policy of Community Christian college to provide all prospective students with a catalog which may be obtained on the web site or a hard copy may be obtained at the College offices.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the Enrollment Agreement.

Testing for First-Year Students

The College requires English and Math placement testing for all incoming students. These tests will be administered during testing days at the College, usually in the month preceding each quarter. Those who do not meet the standard will be referred for remedial classes, either computer-based or instructor-led.

Student Orientation

The purpose of Orientation is to prepare students for the upcoming school year academically, socially and spiritually. Typically scheduled for the Saturday prior to the beginning of the fall term, orientation includes an introduction to both the academic and student life aspects of the College and provides for interaction with faculty, staff, the librarian, and continuing students. A college catalog is provided which includes the College’s services, policies, and procedures. **Attendance is mandatory.**

My Blueprint for Life

Each student who attends Community Christian College will become part of the *My Blueprint for Life* program. Through a series of surveys, tests and inventories, students will learn more about themselves in terms of strengths and weaknesses, gifts and abilities, possible college majors and careers. The *My Blueprint for Life* program is a curriculum-based set of assessments given in the College Forum 101 and College Forum 201 classes. Throughout this process students will receive help and encouragement in interpreting the results of the various surveys and tests. The College Forum 201 class provides assistance and support in applying to four-year colleges and in deciding on majors at these institutions. *My Blueprint for Life* is something that students will take with them when they graduate to enrich their growth, development and life experience as they move on from Community Christian College to the next season of life into which God leads them.

Counseling Services

The College provides confidential personal counseling for issues of adjustment, relationships and personality development. These issues are primarily handled by the College Pastor. Group and individual work in communication skills, stress management, and goal setting are handled routinely. Referrals for special problems are made to specialists as needed.

Chapel Program

A program of worship and spiritual nurture is built into the structure of the College to underscore and augment its Christian character. Before each class period, a devotional is given by the instructors or student volunteers in the class. Each evening class time also has an extended chapel program once per quarter. Guest speakers for these chapels are chosen from administrators, staff, and pastors from across the broad denominational spectrum to enrich the experience of the College community.

Learning Resources

The College has an onsite library with holdings of about 11,000 volumes, including a standard array of basic reference works. All of the resources for the library on the various campuses are listed in the online library catalog, available via the Internet. This includes the ProQuest database.

In addition, by special written agreement with the Armacost Library of the University of Redlands, the College's students have full access to its book and audiovisual collections, more than 650 online databases, and over 1800 periodical resources, including borrowing privileges, for a yearly fee. All students have access to County and local libraries for additional resources. For a nominal fee students can obtain library cards for local colleges and universities.

CSI Triangle (Co-curricular Activities)

The CSI Triangle [Community Service, Spiritual Growth, Interactive Socials] for student involvement is introduced at the student orientations before each quarter and students have an opportunity to sign up for one of the three areas of involvement. Each of the CCC branch campuses will have its own site-specific CSI though students from other campuses are invited to attend.

The aim will be to have student planners in each of the three areas meet near the beginning of the year to plan and supervise at least two events in each of the three areas in which students could participate each quarter (six for the year).

Student Employment

A student's work load should not detract from his/her academic progress and achievement. It is strongly recommended that students not attempt to work full-time while enrolled in full-time course work.

Christian Life Expectations

As a Christian institution, Community Christian College happily and enthusiastically embraces the Bible as the authoritative guide for the conduct of life and recognizes that its prescriptions for attitude and behavior mark out the path to true happiness and successful living. Therefore, the College calls on all within its community, including its students, to conduct themselves in conformity with the biblical injunctions which define a godly life. Positively and most comprehensively, this is understood as a call to devote one's whole life to the worship of God and service in His Kingdom. It is also understood that this call requires of the College community the avoidance of activities and behaviors which the Bible clearly condemns as contributing to an ungodly life.

Since the College is not a residential community, generally it does not presume to govern or supervise its students' off-campus lives. However, some basic regulations must apply to the conduct of students while present at official College functions of any kind. The use of alcohol and tobacco products is prohibited. The use or possession of illegal drugs, which are not physician authorized, is forbidden. In the event of a drug related incident, immediate disciplinary action will be taken, including reporting to the local authorities. The required Health Science course

comprehensively addresses drug prevention. For further information, see the *Student Handbook* or the policy statement on drug prevention.

In order to protect the integrity of the College as a Christian learning environment, there may be instances in which the College will reserve the right to enter into disciplinary proceedings (up to and including dismissal from the College) with students whose off-campus lives are seriously inconsistent with major biblical injunctions which define godly life. The College's complete position on these matters is set out in *The Code of Conduct* as printed below:

Code of Conduct

A key objective of Community Christian College is the development of Christian character within the philosophy and framework of genuine scholarship. As such, CCC is a community of both developing scholars and growing Christians. The College expects students to take seriously their membership in the CCC community. It should be viewed as a privilege that includes opportunities for academic, personal, and spiritual growth within a sound and balanced setting. Students, by their voluntary membership in that community, also accept certain responsibilities.

Student lifestyle expectations arise both from Biblically-derived principles and specific community concerns. **Scripture teaches** that certain attitudes and actions should characterize our walk as Christians (Romans 12:1-2). Our lives should give evidence of the "fruit of the Holy Spirit" – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-24). We are responsible to pursue righteousness and practice justice and mercy towards all. Our aim should be to exhibit humility, honesty, a forgiving spirit, faith, hope, and love in our relationships (Philippians 2:2-3).

On the other hand, the **Bible condemns** as morally wrong attitudes such as greed, jealousy, pride, lust, bitterness, uncontrolled anger, hatred and prejudice based on race, sex or social status (I John 2:15-17). Expressly forbidden activities include such things as drunkenness, theft, "sins of the tongue" (e.g. profanity, vulgarity, slander, and gossip), dishonesty in any form, occult practices, illegal activities, and sexual sins (e.g. pre-marital sex, homosexuality, and adultery) (I Thessalonians 5:5-9).

Community concerns, although inferred from Scripture, are based more particularly on a desire to encourage an atmosphere appropriate to our purposes. Some individuals may disagree with one or more elements of these standards. Nonetheless, it is expected that all students who voluntarily join the CCC community through formal enrollment will abide by these guidelines:

1. The attitudes and behaviors specifically prescribed or forbidden by Scripture as listed above shall guide the faith and conduct of all members of the CCC community (Galatians 5:19-22).
2. Individuals related to the CCC community are expected to uphold the laws of the local community, the State of California, and the nation (Matthew 22:21).
3. The College recognizes the danger to personal health that the use of tobacco and alcohol present. State law makes it illegal for individuals under age 21 to consume alcohol. No use of alcohol will be allowed on the College premises. Smoking is prohibited on College property. A pattern of drunkenness is a condition which CCC will not tolerate (II Timothy 2:22; I Thessalonians 5:8).
4. Members of the CCC community are to refrain from engaging in any pattern of gambling (i.e., exchange of money or goods by betting or wagering). It is viewed as an unwise

use of God-given resources with damaging implications for both personal and family life (I Thessalonians 5:22).

5. The use or possession of illegal drugs, which are not physician authorized, is forbidden. In the event of a drug related incident, immediate disciplinary action will be taken, including reporting to the local authorities. Any student who is in a room or vehicle where drug use is taking place is subject to immediate dismissal. In addition, the College reserves the right to require a test for drugs for probable cause (Colossians 3:5-9).
6. Because of the value we place on the worth and dignity of individuals as created in the image of God, CCC does not condone any form of sexual harassment, whether verbal, physical or both. Discrimination against others based on race, national origin, sex or handicap will not be tolerated (Colossians 1:10-13).
7. Standards of dress and adornment should be dictated by modesty, decency, and appropriateness. Our personal goals should reflect the desire to dress so as not to draw another person into sin (I Corinthians 14:40).
8. The pornography industry produces immoral products that are exploitive of people. Consequently, pornographic materials should be avoided (including via electronic media, i.e., the Internet or phone messages). The College reserves the right to begin a disciplinary process if a personal problem in this area becomes a public issue (Philippians 4:8).
9. Thoughtful choices, governed by discretion and restraint, should be made in selecting entertainment and recreation (e.g., television, movies, theater, printed materials). Social activities that are of questionable spiritual value or that detract from one's moral sensitivities should be avoided (Philippians 4:5).
10. As a Christian academic community, academic dishonesty (including cheating, plagiarism, and misappropriating library materials) is regarded as a serious violation of community standards that will be handled according to established grievance procedures (Romans 12:17,21).
11. It is to be understood that any unauthorized disclosure of restricted or classified information regarding the operations of Community Christian College and its administration, staff, faculty and students is prohibited and punishable by law. Such information is the property of CCC and is not to be removed from the premises. This information includes, but is not limited to, information data, zip drives, CD-ROM, tapes, recordings, e-mail, unauthorized written, typed or copied material.

Students are required to sign the "Code of Conduct" as part of the application process. By this signing they affirm their agreement to abide by it for the duration of their enrollment with the College. The signed copy becomes part of the student's permanent file.

Student Health

The College does not provide health services to students, although the connection between good health and good academic and personal functioning is seen as vital. The College provides information to interested individuals on student health insurance plans and assists students with validating their enrollment status for the purposes of eligibility for family insurance plans.

The school provides students with escorted safety to their cars at night. Each room also has posted emergency procedures.

Academics

The academic requirements and policies of Community Christian College are published in this official Catalog. Students are responsible for knowledge of and compliance with these policies.

The Associate of Arts Degree in Liberal Arts

Community Christian College offers a two-year program of instruction leading to the Associate of Arts degree in Liberal Arts. This program consists of exactly 18 required courses and 4 elective courses distributed evenly through two years of study in six quarters (three quarters per academic year). Each course is worth from 1.5 to 4.5 quarter credits, thus yielding a degree program requirement of 93 quarter credits.

Most classes are conducted from 6:00 to 10:00 p.m. Monday through Thursday evenings. Saturday morning classes meet from 8:00 a.m. to 12:00 noon. All classes include a 10-minute break each hour.

Course Load

The course load for full-time students ranges from 12.0 to 18.0 quarter credits each quarter. A student may not exceed 20.0 quarter credits per quarter unless written permission is given by the Vice President for Academic Affairs.

Full-time Student

A full-time student is defined as a student who has a minimum of 12 quarter credits. The College welcomes part-time students, subject to space availability in the desired classes.

Registration

Students must register for courses they wish to take. The dates and procedures for registration are announced routinely in the schedule of classes. Students may not register for a course for which they do not have adequate preparation. Placement tests for the Math and English Composition courses will be administered prior to the first quarter of the program to ensure that enrolling students have adequate preparation for these courses. Additional preliminary courses may be necessary to prepare students to perform at the requisite level in these courses. Students may enroll anytime during the calendar year prior to the beginning of the academic quarter.

Term and Class Structure

The academic program of Community Christian College is organized on the quarter system. Each academic year consists of three terms (quarters), and each quarter consists of eleven weeks of instruction and one week reserved for final examinations. Summer courses meet twice a week for six weeks. All courses are quarter-length courses, and all courses meet from one-and-a-half to four hours per week for instruction, yielding fifteen to forty-five hours of instruction per course.

For the specific dates of important events in the college program, see the *Calendar* (on pages 50-51) in this catalog.

Faculty and Student Access to Equipment and Materials

The following equipment and material items will be provided:

- Classrooms that are conducive to learning.
- Each classroom is equipped with video, VCR, and overhead projector as needed.
- Use of computer facilities at the main campus and at each branch campus or teaching site.
- Internet Use:

The College provides Internet searching instruction upon a pre-arranged appointment with the Community Christian College Director of Information Services or within the College Forum I course. In this class students will be taught both the proper methods to use for successful searches, and the acceptable limits of this powerful tool.

Examinations

Ordinarily, final examinations are required in all courses in the College program. Final examinations may not be taken other than at scheduled times, except by special arrangement with the professor. Any travel following the quarter should be planned to commence after the scheduled final examination period. See the *Calendar* (on pages 50-51) in this catalog.

Class Attendance

Students are expected to attend every class and to be punctual. Attendance and other course requirements are set by the instructor. Students will be informed of these requirements at the beginning of each course and it will be noted in the course syllabus. Instructors may request from the Vice President for Academic Affairs that a student whose work in class is severely affected by inordinate absences be dropped with a grade of F for that class. However, it should be noted that it is school policy that any student having more than three unexcused absences from the class may be dropped from the course. In the case of a professor being late for class, students are required to remain in class for one-half hour to wait for the professor. Unless contacted by the professor, students may consider class cancelled after one-half hour.

Policies and consequences regarding tardiness, partial attendance of a class session, or make-ups for missed course work are determined by each instructor as indicated in the syllabus provided at the first class session.

Unsatisfactory attendance may adversely affect a student's financial aid.

Academic Freedom

No content restrictions of any kind are placed on the students with regard to the views that they may consider, endorse, or discuss in class sessions or class work.

Instructors shall be free (and are encouraged) to examine fully, and without reservation, any and all views that they deem to be relevant to their courses of instruction. Given that Community Christian College is committed to a statement of faith signed by each professor, its instructors shall not endorse any position that is contrary to that statement of faith. Instructors are free to include discussion and consideration of such contrary positions in their teaching.

Instructors will be encouraged to utilize their syllabi according to their best judgment, with a view to presenting to their students, and examining with them, the positions and theories in their subjects which most merit attention, including those which are currently prominent in the contemporary intellectual marketplace, as well as those which are not currently prominent, but which the instructors think deserve attention. It is expected that this encouragement will lead the instructors to discuss freely positions and theories that are contrary to the confessional stance of

the College. It is the College's view that a genuine liberal education requires the open and direct consideration and deliberation of ideas that may be contrary to the instructors' and students' personal beliefs.

Academic Integrity

The world of higher education is a community of scholars, teachers and students committed to learning. Within this community, commitment to truth and honesty is foundational; for without them, members of the community could not trust the writings, research, lectures, or opinions which constitute the business of the community, and higher education would inevitably crumble. This is why the community of higher education honors and fiercely guards academic integrity, which is the notion that one is to be truthful, honest and fair in one's academic work. Thus, **actions which destroy academic integrity** (cheating, plagiarism, intellectual theft, destruction of intellectual property, etc.) **can have no place in the life of the College**. Students who commit these destructive actions are subject to strong disciplinary action. Please see *Academic Integrity* in the *Student Handbook*.

Adding a Course

All duly enrolled students will either be listed on the appropriate class roster or will present their instructor(s) with an "Add Form." A course may be added only up to the beginning of the second class session. An "Add Form" must be used and must be submitted to the Office of the Registrar by the stated time.

Those who are not properly enrolled should be informed that they must communicate with the administration and may not return to class until the proper arrangements have been made.

Dropping a Course

Students may drop a course any time up to the beginning of the third class session of that course during a term. A "Drop Form" is required and must be submitted to the Office of the Registrar within the stated time. The course will not be noted on the student's transcript in any way.

Withdrawal From a Course

Students may withdraw from a course up to the beginning of the sixth class session. A completed "Withdrawal Form" must be submitted to the Office of the Registrar by the stated time (beginning of the sixth session). A withdrawal from a course will be reflected on the transcript as a "W" between the third and sixth class session. After the sixth session, the student will receive a "WP" (Withdraw Pass) or a "WF" (Withdraw Fail) depending on his/her status in the class when he/she withdraws.

Audit

Persons may request permission to audit a class by filing a petition to audit to the Vice President for Academic Affairs. Full-time students may audit courses without additional charge. Others will be liable for an audit fee. Priority in class enrollment is given to students taking the course for credit. No academic credit is given for an audit, but it will be recorded on the student's permanent record. In changing from **audit to credit**, the student has up to the end of the second week to change enrollment to receive credit for the course.

In changing from **credit to audit**, a student may elect to change to audit if the audit petition is filed prior to the published date to withdraw from a class. Students who audit a course are subject to regular attendance requirements.

Incomplete Grades

An incomplete grade may be given when a student is making satisfactory progress up to the time of an extended absence due to circumstances entirely beyond the control of the student. An incomplete can be given only when the student has attended at least 50% of the course and has completed 80% of the course work up to the time of the absence. Appropriate documentation to verify the reason for the absence must be presented by the student. The student must petition his or her faculty member for the incomplete grade and also complete the appropriate forms in the Academic Affairs Office. The Incomplete form must be signed by the student, the instructor, and the Vice President for Academic Affairs. Until these signatures are obtained, the student is not considered to have an incomplete grade.

If a student meets the above criteria, the instructor will assign to the student an IN grade. This grade consists of the notation IN followed by whatever letter grade the student would earn if the missing work, graded as F, were calculated into the student's term grade. The grade notation IN will be temporarily posted to the student's transcript and will be changed either upon completion of the missing work or upon the passing of the deadline for completion without satisfactory completion of the missing work. The deadline for completion of course work for which an IN has been granted is 30 days from the date of the final examination for the course, with possible extensions. If the student completes the missing course work prior to the deadline, then a new grade will be posted to the student's transcript that reflects the completed coursework. If the student does not complete the missing coursework prior to the deadline, then the grade initially reported to the student (reflecting missing work graded as "0") will be posted on the student's transcript.

It is the student's responsibility to apply for an IN, to make arrangements with the instructor to complete the assigned coursework, and to be aware of the deadline for the completion of that work.

Credit/No Credit

Certain courses may be taken on a CR/NC (Credit/No Credit) basis. The student selecting this option must file a petition signed by the instructor and the Academic Dean before the end of the third week of instruction in that quarter.

A student earning a CR grade will receive credits toward graduation, but these credits will not be calculated in the Grade Point Average (GPA). A student earning the grade NC will receive for the course no credits toward graduation and the failure to earn credit will not be calculated into the student's GPA. No more than 13.5 credits may be taken for CR/NC with a maximum of 4.5 credits in any one quarter. When a student has elected to take a course under the CR/NC option, the quarter grade recorded on the student's transcript will be CR if the student earns a grade of C or above in the course. The grade NC will be recorded if the student earns a grade of C- or lower in the course.

Directed Study

A student may petition to take courses by Directed Study, in which full credit can be obtained by fulfilling the requirements of the course outside of the normal class time. Directed Study courses are limited to those courses which are in the catalog and are part of the college's normal curriculum. A maximum of three courses can be completed by Directed Study, with a maximum of one per quarter. It should be understood that only students in good standing academically and who have legitimate reasons for taking a course in this non-traditional manner will be eligible.

The following restrictions will be in place as the administration and faculty determine the eligibility of a student to register for a course by Directed Study:

1. Both the Vice-President for Academic Affairs and the relevant Professor must approve of each student taking a course by Directed Study. Both will meet with the student prior to the start of the course to outline a timeline, requirements, and a final date.
2. The tuition for a Directed Study course will be the same as for the regular course. The student will incur a Directed Studies Fee.
3. The Professor will have expectations of the student that are academically similar to those in the regular course.
4. The Professor will be expected to provide resources and make arrangements for proctoring of examinations, but can make personal assessments about other student requirements or needs.
5. The Professor will be compensated for the Directed Study course at a rate of \$350 per student.
6. In most cases, students will not take more than three courses by Directed Study.
7. Students must complete the Directed Studies Course Registration Form, with professor approval signature(s), and submit to the Vice President for Academic Affairs for final approval.

Online Courses

Online courses will be made available to students when scheduling needs or conflicts occur or when special circumstances require them. The taking of online courses is subject to specific policy rules. These rules include but are not limited to:

1. Students wishing to take an online course must submit the following two items:
 - a. A completed online request form [including the checking of the two boxes and the signature of the campus director].
 - b. The results of the Knowledge Elements On Line Learning Assessment Test found at the following website:
<http://www.knowledgeelements.com/>
2. A course which is offered during a quarter as part of the regular program map may not be taken online unless specifically approved by the Vice President for Academic Affairs after a personal interview with the student requesting the online course(s).
3. A student who fails an online class may not take another online class.
4. A student may take up to six (6) online classes in the course of his/her program at CCC (30% of course work). To take above four (4) courses, the additional two courses must be approved by the Vice President for Academic Affairs after a personal interview with the student requesting the online course(s).

Distance Learning Privacy Statement

This privacy policy sets out how Community Christian College uses and protects any information that you give Community Christian College when you use the Distance Learning website.

Community Christian College is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using the website, then you can be assured that it will only be used in accordance with this privacy statement.

Community Christian College may change this policy from time to time by updating this page. You should check this page from time to time to ensure that you are happy with any changes. This policy is effective from January 2012.

What We Collect

We may collect the following information:

- Name and job title
- Contact information including email address
- Demographic information such as postcode, preferences and interests
- Other information relevant to customer surveys and/or offers

What We Do With the Information We Gather

We require this information to understand your needs and provide you with a better service, and in particular for the following reasons:

- Internal record keeping
- We may use the information to improve our products and services.
- We may periodically send promotional emails about new products, special offers or other information which we think you may find interesting using the email address which you have provided.
- From time to time, we may also use your information to contact you for market research purposes. We may contact you by email, phone, fax, or mail. We may use the information to customize the website according to your interests.

Security

We are committed to ensuring that your information is secure. In order to prevent unauthorized access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

How We Use Cookies

A cookie is a small file which asks permission to be placed on your computer's hard drive.

Once you agree, the file is added and the cookie helps analyze web traffic or lets you know when you visit a particular site. Cookies allow web applications to respond to you as an individual. The web application can tailor its operations to your needs, likes and dislikes by gathering and remembering information about your preferences.

We use traffic log cookies to identify which pages are being used. This helps us analyze data about web page traffic and improve the website in order to tailor it to customer needs. We only use this information for statistical analysis purposes and then the data is removed from the system.

Overall, cookies help us provide you with a better website, by enabling us to monitor which pages you find useful and which you do not. A cookie in no way gives us access to your computer or any information about you, other than the data you choose to share with us.

You can choose to accept or decline cookies. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. This may prevent you from taking full advantage of the website.

Links to Other Websites

The Distance Learning website may contain links to other websites of interest. However, once

you have used these links to leave the site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide while visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

Controlling Your Personal Information

You may choose to restrict the collection or use of your personal information in the following ways:

- If you have previously agreed to us using your personal information for direct marketing purposes, you may change your mind at any time by writing to or emailing us at info@ccccollege.edu

We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law to do so.

Academic Standing/Satisfactory Academic Progress

Both qualitative and quantitative standards of satisfactory academic progress are measured using a graduated scale which provides the expectations of reaching a cumulative GPA of 2.00. Students are considered to be in good standing when a GPA of 2.00 is maintained. Students whose cumulative or quarter GPA drops below 2.00 are placed on academic probation.

A full-time student should complete their AA degree with Community Christian College within a maximum of three (3) years. This includes the completion of remedial and repeat courses, if necessary.

Federal regulations require that students receiving financial aid must be making satisfactory academic progress toward a degree and comply with all federal, state, and institutional policies and standards applying to financial aid programs. To insure that recipients of federal, state, and/or institutional funds make academic progress, Community Christian College has set forth a **Satisfactory Academic Progress (SAP)** Policy as outlined below. A review of SAP will be conducted each quarter and at the conclusion of each academic year when renewal eligibility is evaluated. Students are strongly encouraged to monitor their academic progress carefully and they should understand that drops, withdrawals, and grades of I (Incomplete) can affect current and upcoming financial aid eligibility. Repeated and developmental courses may be included in federal aid calculations. Audited courses are not included in any aid calculations or SAP reviews. Included in these standards are a *qualitative* measure and a *quantitative* measure. The qualitative and quantitative standards used to monitor academic progress must be cumulative and must include all periods of the student's enrollment including periods for which the student did not receive financial aid.

Failure to meet the Community Christian College Satisfactory Academic Progress (SAP) may result in the loss of financial aid eligibility.

Academic Probation

Students are placed on probation when the quarter or cumulative GPA is below 2.00. While on probation, the students must receive special program counseling and make progress reports to the Vice President for Academic Affairs or any officer or faculty member whom the Vice President designates. A student placed on academic probation will be on probation for at least one quarter, and will be removed from probation when either the student attains a 2.00 cumulative GPA or higher or when the Vice President for Academic Affairs judges that a satisfactory trend of academic performance has been established. A student on academic probation for two quarters continuously

will be liable for dismissal from the College on academic grounds. Both the student and Vice President for Academic Affairs must sign a written contract.

Students who fail to maintain satisfactory academic progress, will be given two quarters of financial aid provided they are following probationary guidelines, or they will be suspended from the aid programs until they are re-eligible.

Honors

To qualify for the Dean's List, a student must, in any one quarter, complete a full-time class load with a GPA of 3.50 or higher. He or she must have completed all courses and not have received either a grade of Incomplete or F in any course.

To qualify for the President's List, a student must meet the same standards as the Dean's List, with the exception of having a GPA of 3.75 or higher.

Graduation honors are awarded to those students who have accumulated throughout their entire program at Community Christian College the following GPAs: Cum laude, 3.50; Magna cum laude, 3.65; Summa cum laude, 3.85. Honors recognition for the Commencement Exercises at graduation is based upon final GPAs for all courses completed through the quarter prior to graduation. Honors designated on the student's permanent record are based on all course work at Community Christian College, including the final quarter. For determination of qualification for all honors, GPAs are rounded to the thousandth.

Comprehensive Grading Policies

At the end of each term, the student receives a grade in every class. All grades, with the exception of "IN," are final when reported to the Office of the Registrar at the end of the term. Once submitted, grades may not be changed unless they are the result of clerical or procedural error. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course, and becomes a part of the student's permanent college record. In the case of any instructor error regarding the aforementioned items, see *Grade Change Procedure*. The student's grade point average is computed according to the following scale:

A+	4.0	97-100	Student performance is exceptional.
A	4.0	93-96	Student performance is clearly outstanding. Performance indicates sharp insights and an ability to integrate and generalize material beyond the context of the course.
A-	3.7	90-92	
B+	3.3	87-89	Student performance is above average, demonstrating a knowledge of facts and an ability to integrate and apply basic concepts within the context of the course.
B	3.0	83-86	
B-	2.7	80-82	
C+	2.3	77-79	Student performance is satisfactory, demonstrating a knowledge of facts and an ability to integrate and apply basic concepts within the context of the course.
C	2.0	73-76	
C-	1.7	70-72	
D+	1.3	67-69	Student performance is below average, partially fulfilling minimum course requirements.
D	1.0	63-66	
D-	0.7	60-62	This level of performance may not prepare the student to progress to a more advanced level of study within the subject or the major.

F	0.0	0-59	Student performance is unacceptable and does not meet minimum course requirements.
IN	Incomplete		
W	Official Withdrawal		
CR	Credit (Grade of C or higher)		
NC	No Credit (Grade of C- or lower)		
AUD	Audit		

Grade Release Policy

Instructors' grades are due to the Registrar's office the Friday after finals week. The Registrar is responsible to remit the grades to the students. **However, grades are issued only when all financial obligations to the College have been paid in full or satisfactory arrangements have been made with the financial office of the College.** Students' grades are sent at the end of each quarter.

Course Challenges by Examination

Students are permitted to challenge up to 27 quarter credits (18 semester units) of course work by examination. Students who wish to challenge a course may do so by participating in the CLEP (College Level Examination Program) assessment program. This will be done at the student's expense and time. Scores on the test that are at an acceptable level (a minimum score of 50) will result in the requirement for that course being met. Students interested in challenging courses by examination should contact the Vice President for Academic Affairs for details.

Granting of Credit for Prior Experience Policy

While Community Christian College is firmly committed to assisting students in obtaining an A.A. degree in the Liberal Arts in the timeliest fashion, it is also committed to giving credit to students only when they have displayed a strong performance in their coursework. Furthermore, since most Community Christian College courses are necessary for the Liberal Arts A.A. degree, each course studied is deemed beneficial for the education of each student. Thus, Credit for Prior Experience would be granted to the Community Christian College student for a given course(s) only in unusual circumstances.

Procedure

The following are required for a student to receive Credit for Prior Experience:

- a. Meeting with the Vice President for Academic Affairs in which student provides detailed information regarding all experience related to the course for which he/she proposes to receive credit. Information should include experience(s), amount of hours spent, dates when the experience(s) took place, supervisor name(s), and contact information, and any other articles that would assist the student in making a reasonable claim.
- b. Approval by Faculty Senate. The Vice President for Academic Affairs will provide copies of all relevant information to the Faculty Senate, and a decision will be made in favor or against the proposal, or questions regarding additional information or sources will be identified. When the additional information is received, the Faculty Senate will revisit the proposal and make a final decision.

Grade Change Procedure

Grades assigned by the faculty are considered to be final and will be changed only in cases of instructor error or extenuating circumstances. A student may file a petition or letter with the

instructor requesting a review of the grade record. The petition or letter should be filed within two weeks of the receipt of the quarter's grade report.

Continuous Enrollment

Students who are continuously enrolled at Community Christian College may elect to follow the degree requirements in the catalog which is current for the quarter of their matriculation or in subsequent catalogs. However, they may not mix requirements from differing catalogs. Students may be absent from the College for one quarter without loss of their continuous enrollment status. Students who break their continuous enrollment will be subject to the degree requirements as stated in the catalog for the quarter of their readmission. Students receiving financial assistance are permitted to file for a leave without jeopardizing their continuous enrollment status.

Special circumstances such as military duty or extended illness may require a Leave of Absence exceeding the one-quarter limit. An official leave of absence form must be submitted to the Vice President for Academic Affairs for approval. Upon approval, the student will be considered continuously enrolled.

Academic Renewal with Course Repetition

A course in which a student receives a C- or less may be repeated at Community Christian College for credit. The second grade for the course, if higher, will be used in calculating the GPA. The student's transcript shall be annotated in such a manner that original grades remain legible, ensuring a true and complete academic history. This allows a student to have a lower grade replaced by a higher grade in terms of the cumulative GPA. Students may, in extraordinary circumstances, petition the Academic Dean to take the repeat course at another college.

Graduation Ceremony

A student may request to participate in the Community Christian College Commencement after completing all requisite coursework for the A.A. degree in Liberal Arts. In rare circumstances, a student who has no more than 6 credits of coursework left to complete, may request to participate in the graduation ceremony. However, that student must have current satisfactory progress standing with the College.

Withdrawal From the College

A student who wishes to withdraw from the College must make this known in writing by obtaining a withdrawal form from the college or online at the college website. A withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. The student must obtain the specified signatures and return the completed form to the Academic Affairs or Registrar's office. Only after the completion of this process does the withdrawal become official for institutional purposes. Failure to follow the prescribed procedure will result in an F grade for all courses in progress. For policy on refunds, see the "Refund of Tuition" and "Financial Aid Refund" policy in the college catalog. If a student withdraws and later wishes to re-enroll at CCC, the person must go through the normal admissions procedure again. When readmitted the student is subject to the general graduation requirements stipulated for the year of readmission. Forms may be obtained through the college office.

Return of Title IV Funds: A student who wishes to withdraw from the college must make this known either verbally or in writing to the Academic Affairs and/or Registrar's office(s). The date the student expresses his/her intent to withdraw is the date by which the recalculation of federal funds is based.

Withdrawal Financial Implications

Withdrawal from the College (all classes) during any period of enrollment, whether official or unofficial, may necessitate the return of federal and state financial aid. Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of Title IV aid (Pell Grant, SEOG, ACG, Stafford loans) earned by the student for their attendance up to the date of withdrawal. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the quarter divided by the number of calendar days in the quarter. Scheduled breaks of more than four consecutive days are excluded.

Prior to withdrawing from the College, the student should speak to the Financial Aid Office and/or Business Office.

Dismissal From the College

Dismissal from Community Christian College may occur for academic or disciplinary reasons. The College reserves the right to dismiss any student whose academic standing is unsatisfactory (see *Academic Standing and Academic Probation* sections of this catalog). The College reserves the right to dismiss any student whose conduct does not conform to the goals and standards of Community Christian College as set forth in *The Code of Conduct* (see pages 16-17) in this catalog. Dismissal takes precedence over withdrawal in any dismissal situation.

Graduate Special Rate

Any Community Christian College graduate may take additional courses for credit at half tuition cost.

Student Academic Grievance

Students have the right to petition the administration concerning course grades, course conduct, and College policies and practices. All petitions concerning course grades or course conduct must first be undertaken with the instructor no later than two weeks following receipt of the quarter's grade report. If the matter cannot be resolved between student and instructor, the student may make written petition to the Vice President for Academic Affairs for a review of the grade, and that officer's decision in the matter is final.

Quarter Credit Hour Guidelines

A credit hour is the unit by which an institution measures the value of its course work. The number of credit hours is assigned to a course based on the following criteria:

- The expected outcomes of the course
- The mode of instruction
- The amount of time spent in class
- The amount of time spent in work outside of the class

Community Christian College operates on the quarter system. Classes have been designed according to the formula below so that a Community Christian College course of 4.5 quarter units is equivalent to 3.0 semester units.

Lecture Class (Non-Laboratory Instruction)

Each credit hour of a course corresponds to 50 minutes of in-class lecture/discussion with an amount of work outside of the class of two to three hours. Classes meet once per week for a four hour period corresponding to four credit hours. The quarter consists of 12 weeks, 11 weeks of lecture and a week for final exams.

Laboratory Class

Each laboratory credit hour corresponds to two to three hours of course work with an amount of work outside of the class of approximately one hour per laboratory class. Classes meet once per week for 10 weeks of the quarter. Classes consist of appropriate experiments or activities using proper laboratory equipment and acting under the supervision of a qualified instructor. These experiments or activities may be done individually or in a small group.

Transferring Credits to Community Christian College

Community Christian College accepts up to 46.5 quarter credits (31 semester credits) from other institutions of higher education accredited by national or regional accreditation associations. In order to be accepted for transfer credit a grade of C- or better must be attained. The above transfer limit also applies to transfer of credits from institutions accredited by other kinds of accrediting associations (for example, Bible Colleges, Bible Schools, Vocational Schools). In cases of unaccredited institutions, petition for acceptance of transfer credits can be made to the Vice-President for Academic Affairs and decisions will be rendered on a case-by-case basis. In addition to the standard concerns of academic quality and course grade, the primary concerns which are considered in every case are (1) course equivalency with Community Christian College course requirements, and (2) the degree to which the educational objectives of the transferring institution are similar to the educational objectives of Community Christian College.

Credit for prior experience can be granted to the Community Christian College student for a given course in unusual circumstances, as stated in the College Policy Manual.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The Associate of Arts in Liberal Arts degree curriculum is designed to satisfy the lower-division (freshman and sophomore level) campus-wide general education requirements at as many colleges and universities as possible.

This means that completion of the degree provides for students the greatest possible flexibility for efficient transfer of credits to four-year colleges and universities.

The transferability of credits a student earns at Community Christian College is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the degree or diploma the student earns in the Liberal Arts Program at Community Christian College is also at the complete discretion of the institution to which a student may seek to transfer. If the credits, degree or diploma that a student earns at this institution are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of his/her coursework at that institution. For this reason, a student should make certain that his/her attendance at this institution will meet the student's educational goals. This may include contacting an institution to which a student may seek to transfer after attending Community Christian College to determine if the student's credits, degree, or diploma will transfer.

While this flexibility has been a key goal in the design of the College's curriculum, it is still the case that some colleges and universities have lower-division campus-wide general education requirements which are not entirely satisfied by the College's degree curriculum. It is the student's responsibility to be aware of all transfer requirements of the institution he or she is considering. The College assists in this project to the greatest possible extent, including application and transfer assistance from the administrative staff of the College as well as through the College Forum II course.

Further, even in cases where the College's program satisfies a college's or university's lower-division campus-wide general education requirements, many majors in that institution (e.g.,

sciences, music, professional programs) may have alternate structures of lower-division general education requirements in order to accommodate earlier preparation for high-level work in upper division courses. These distinctive general education requirements for specific majors will almost certainly include courses which the College curriculum does not satisfy. Also, every college and university has additional graduation requirements (either general or upper division) which must be satisfied, including upper-division writing requirements and language requirements. Students are responsible for being aware of all such matters, and must make independent plans to satisfy these requirements, but the College provides guidance and counseling assistance in such situations.

Community Christian College is accredited by the Transnational Association of Christian Colleges and Schools and is recognized by the US Department of Education and the Council for Higher Education Accreditation (CHEA).

The College is continually pursuing articulation agreements with both Christian and secular institutions in the southern California region and beyond. The College has articulation and transfer agreements with institutions such as the following:

1. Colleges/Universities accredited by WASC [Western Association of Schools and Colleges]
 - Biola University
 - Point Loma University [limit of 12 semester units]
 - California Baptist University
 - Providence Christian College
 - The Master's College
 - Azusa Pacific University
 - National University
 - California Preparatory College
 - Life Pacific College
 - San Diego Christian College
 - University of Phoenix
 - Cal State San Bernardino [limited agreement]
2. Colleges/Universities accredited by NCA [North Central Association Commission on Accreditation and School Improvement]
 - Trinity Christian College [Illinois]
 - Trinity International University [Illinois]
 - Calvin College [Michigan]
 - Northwestern College [Iowa]
 - Northwestern College [Minnesota]
3. Colleges/Universities accredited by NWCCU [Northwest Association of Schools and Colleges]
 - Seattle Pacific University [Washington]
 - Trinity Lutheran College [Washington]
 - Whitworth University [Washington]
4. Colleges/Universities not accredited by above agencies [or in process of being accredited]
 - American Heritage University [San Bernardino]
5. Additional Colleges/Universities which accept Community Christian College credits
 - Wheaton College [Illinois]
 - Moody Bible Institute [Illinois/Washington]
 - Colorado Christian University
 - Argosy University
 - Oral Roberts University [pending]

Completing a Four-Year Degree

The sequential curriculum and "off-hours" instructional times give the Associate of Arts degree program very practical advantages. For those individuals with work or family commitments, Bachelor's degree completion programs offered through area universities may provide a viable option to obtain the upper-division degree.

Student Transcripts and Records

Students may request transcripts by completing a Transcript Request Form from the Office of the Registrar. The first two copies are free of charge, and all subsequent copies are \$2.00 each. The fee must be paid at the time of request. Since an original signature by the student is required, transcript requests for official transcripts cannot be sent via FAX machines. **Transcripts will not be released until all financial obligations to the College are met.** Students can pay extra to have the transcript mailed by expedited services (FedEx, Express USPS, etc.).

The College maintains all academic and financial records for all students who have attended the College in fireproof file cabinets on site.

Student Notification of Rights

Community Christian College fully conforms with the Family Educational Rights and Privacy Act (FERPA, 1974).

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Community Christian College receives a request for access. A student should submit to the registrar or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school 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 school 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 is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school 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 school decides not to amend the record as requested, the school 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 (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school 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 Community Christian College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Community Christian College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist 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 Community Christian College.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] 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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Community Christian College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the

terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

The above FERPA policy is reviewed with students annually.

Harassment Policy

The College affirms its commitment to maintaining a learning and working environment which is fair, respectful, and free from sexual, racial, or other harassment. Harassment of any kind will not be tolerated and is subject to disciplinary action. The policy is fully described in the *Student Handbook*.

Grievances

In every segment of the College life there may be issues that arise that need to be addressed in such a way that wisdom and insight from all levels of College administration are needed. The College practices fairness and equity in all matters.

Initial grievances regarding decisions and policies of the administration or individual within it should be filed at the lowest level possible. The initial grievance may be in written or oral form. Adverse decisions may be appealed to higher levels of administration. These appeals must be in written form. Grievances not resolved at a lower level, may be taken to the Board of Trustees. The Board of Trustees serves as the final decision authority. Any decision of the Board of Trustees

is subject to one appeal to the Board, but may not be brought forward at the immediately following Board of Trustees meeting.

When a student believes he or she has been treated unfairly by the College, and some adjustment in the outcome of the situation is sought, the following procedure should be followed:

1. The student will discuss the issue directly with the person(s) concerned prior to initiating any other action.
2. If the student believes that approach has not been satisfactorily productive and desires a further hearing of the matter, a written request is to be submitted to the appropriate college officials.
 - a. If the matter concerns another student or an area of student life, contact the Vice President for Academic Affairs in writing first, identifying yourself.
 - b. If the matter concerns a faculty member or the academic program, contact the President in writing first, identifying yourself.

In either case, then the matter will be open for discussion and resolution.

3. If this does not result in student satisfaction, the student may appeal in writing to the Board of Trustees. At this level, the matter will be discussed and a final ruling given.

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 web site, www.bppe.ca.gov.

Policy on Evaluating, Revising, and Approving all Publications

Policy

All publications of Community Christian College will be kept up to date and regularly reviewed as follows:

- a. The *College Catalog* will be reviewed annually.
- b. The *Student Handbook* and *Faculty Handbook* will be reviewed in the odd-numbered years.
- c. All other publications will be reviewed in the even-numbered years.

Procedure

1. The publications will be reviewed by the Department Head or officer responsible for that area of the college operation.
 - a. A committee may be formed to do the review.
2. The publication will be evaluated and revised to bring all information current, and to see that all information is factual and clearly presented.
3. Upon the proper completion of the publication revision, it will be presented to the Executive Committee or the Board of Trustees for approval, and adopted as the official publication of the College.

Program Overview

Why is a Christian liberal arts education important for you?

A full, well-rounded education best equips a Christian for a life of service to Jesus Christ, the church and society. A broad and integrated understanding of the world, cultivated within the context of Christian faith, best enables students' development as successful and effective men and women.

Thus, we believe it is essential for Christians to have some genuine understanding of basic areas of knowledge such as history, literature, the natural sciences, psychology, theology, and sociology. These and other subjects comprise the “liberal arts.” These traditional fields of learning focus on understanding: (1) the physical world, (2) what it means to be human, and (3) what it means for humans to live together in society.

The liberal arts are the studies which liberate the individual. They provide the basic knowledge and intellectual skills to help students become “freely” functioning beings; ones who think for themselves and who are capable of lifelong learning, discovery and re-education. As such, our liberal arts curriculum focuses on general knowledge and general intellectual skills such as careful, critical, and analytical thinking, reading, writing, and speaking. This comprehensive, holistic approach to learning, taking place within the context of deep Christian faith, results in an experience which truly nurtures our students’ souls and intellects.

How may a Christian liberal arts education fit into your plans?

Four-year colleges and universities typically divide their Bachelor’s degree programs into two parts, (1) General Education requirements and (2) the student’s major. A major is a sequence of courses in one specific field, taken in the student’s junior and senior years (making them “upper division courses”). These courses provide the student with specialized knowledge of a chosen field, for example, biology, business or psychology. On the other hand, general education requirements lead the student to take a wide variety of introductory courses in different fields in the freshman and sophomore years (making them “lower division courses”), promoting a broad education.

Community Christian College’s Associate of Arts degree program in Liberal Arts has been designed to provide the general education most students need to graduate with a Bachelor’s degree from most four-year colleges and universities. We offer a two-year program of courses which provides a foundational Christian liberal arts education. Furthermore, the program is intended to satisfy all or nearly all of the lower-division general education requirements at most four-year colleges and universities.

(Under Academic Policies, following, see *Transfer of Community Christian College Credits to Other Institutions*, for important qualifications.)

What are the distinctive features of Community Christian College?

Small classes: Approximately 20 or fewer students per class — providing a personal and nurturing setting for learning.

A highly trained and experienced faculty: All instructors have at least a Master’s degree, and many have two Master’s degrees or a Doctoral degree. The great majority have teaching experience at other colleges and universities.

My Blueprint for Life: Each student who attends Community Christian College will become part of the *My Blueprint for Life* program. Through a series of surveys, tests and inventories, students will learn more about themselves in terms of strengths and weaknesses, gifts and abilities, possible college majors and careers. The *My Blueprint for Life* program is a curriculum-based set of assessments given in the College Forum 101 and College Forum 201 classes. Throughout this process students will receive help and encouragement in interpreting the results of the various surveys and tests. The College Forum 201 class provides assistance and support in applying to four-year colleges and in deciding on majors at these institutions. *My Blueprint for Life* is something that students will take with them when they graduate to enrich their growth,

development and life experience as they move on from Community Christian College to the next season of life into which God leads them.

Two-year curriculum: The College's program of courses provides an excellent education while allowing maximum flexibility to transfer to four-year colleges and universities. The A.A. degree can be achieved in two years if the *Typical Schedule Leading to the AA Degree* is followed.

What will our Associate of Arts in Liberal Arts program do for you?

You will be led through two years of small, close-knit classes in a supportive atmosphere by highly trained professors who truly enjoy teaching. You will receive a broad exposure to the basic fields of knowledge. Your critical, analytical and communication skills will be significantly sharpened. Most important, in these two years you will practice weaving your growing knowledge and skills into the fabric of a boldly Christian view of your life and world.

Community Christian College will give you the needed confidence in your ability to accomplish whatever you feel is God's definitive will for your life. You will learn to trust God for all your decisions while gaining knowledge through applied intellect and spirituality. You will be part of a unique, private Christian college which has as its central truth the Lordship of the Lord Jesus Christ ingrained in its policies, procedures, academia and student life.

Community Christian College is an evening school program so that class time can be easily accommodated with work schedules or family responsibilities. You will truly be proud to hold an Associate of Arts degree from Community Christian College.

Requirements for the Associate of Arts in Liberal Arts Degree

Community Christian College, incorporated under the laws of the State of California and operating under the authority of the Bureau for Private Postsecondary and Vocational Education (now the BPPE), confers the Associate of Arts in Liberal Arts degree upon those candidates who have satisfied the following course requirements by earning a total of 93 quarter credits (at least 46.5 quarter credits [50% of the program] must be from Community Christian College courses), with a cumulative GPA of 2.00 or higher. All 19 required courses and 4 elective courses (including one history course and one literature course) must be passed with a grade of D- or higher to count as credit towards "graduation." It is to be noted that courses in which a student earns less than a C may not transfer to other colleges and universities.

Starred (**) courses are electives. All others are required for the A.A. in Liberal Arts degree.

Academic Advancement

College Forum 101: College Thinking and Learning I (4.5)

College Forum 201: Self-Discovery and Life Planning (1.5)

Biological and Physical Sciences

Biology 201: Introduction to Biology I (4.5)

Biology 201L: Biology Laboratory I (1.5)

**Biology 202: Introduction to Biology II (4.5)

**Biology 202L: Biology Laboratory II (1.5)

**Biology 210: Introduction to Anatomy & Physiology I (4.5)

**Biology 210L: Anatomy & Physiology Laboratory I (1.5)

**Biology 211: Introduction to Anatomy & Physiology II (4.5)

**Biology 211L: Anatomy & Physiology Laboratory II (1.5)

**Chemistry 101: Introduction to Chemistry I (4.5)

**Chemistry 101L: Chemistry Laboratory I (1.5)

**Chemistry 102: Introduction to Chemistry II (4.5)

**Chemistry 102L: Chemistry Laboratory II (1.5)

**Earth Science 101: Introduction to Earth Science (4.5) [online]

Business and Information Technology

- **Business 105: Personal Finance (4.5)
- **Business 298: Teams and the Work Process (4.5) [online]
- **Business 299: Essentials of Management (4.5) [online]

Health and Physical Education

- Health Science 101: Introduction to Health Science (3.0)
- Physical Education 101: Physical Education for Life (1.5)

Humanities and Fine Arts

- Art 101: Introduction to Visual and Performing Arts (4.5)
- **Communications 101: Communication Concepts (4.5) [online]
- Communications 105: Intercultural Communication (4.5)
- Communications 210: Elements of Public Speaking (4.5)
- **ESL I: English as a Second Language I (4.5)
- **ESL II: English as a Second Language II (4.5)
- **ESL III: English as a Second Language III (4.5)
- **ESL IV: English as a Second Language IV (4.5)
- English 091: Developmental English I (4.5) [determined by placement testing]
- English 092: Developmental English II (4.5) [determined by placement testing]
- English 093: Developmental English III (4.5) [determined by placement testing]
- English 101: Freshman Composition: Expository Writing (4.5)
- **English 205: Introduction to Literature of the English Language (4.5)
- **English 210: Introduction to World Literature (4.5)
- **English 215: Literature of C.S. Lewis (4.5) [online]
- English 223: Intermediate Composition and Critical Thinking (4.5)
- **History 101: Human Civilization I: The Ancient World (4.5)
- **History 105: Human Civilization II: The Western World (4.5) [in class/online]
- **History 210: Survey of American History (4.5)
- Philosophy 201: Introduction to Philosophy (4.5)
- **Philosophy 210: Ethical Decisions in the Workplace (4.5) [online]
- Religious Studies 101: Introduction to the History and Literature of the Old Testament (4.5)
- Religious Studies 105: Introduction to the History and Literature of the New Testament (4.5)
- Religious Studies 210: Introduction to Christian Thought and Contemporary Issues (4.5)
- **Religious Studies 211: Life of Christ (4.5) [online]
- **Religious Studies 212: Paul's New Testament Letters (4.5) [online]
- **Religious Studies 223: Foundations of Christian Missions (4.5) [online]
- **Spanish 101: Introductory Spanish I (4.5) [CLEP credits]
- **Spanish 102: Introductory Spanish II (4.5) [CLEP credits]
- **Spanish 201: Intermediate Spanish I (4.5) [CLEP credits]
- **Spanish 202: Intermediate Spanish II (4.5) [CLEP credits]

Mathematics

- Mathematics 091: Developmental Math I (4.5) [determined by placement testing]
- Mathematics 092: Developmental Math II (4.5) [determined by placement testing]
- Mathematics 093: Developmental Math III (4.5) [determined by placement testing]
- Mathematics 101: Introduction to College Algebra (4.5)
- **Mathematics 115: Ideas of Math (4.5)

Social and Behavioral Sciences

- Political Science 205: Introduction to U.S. Government (4.5)
- Psychology 101: Introduction to Psychology (4.5) [in class/online]
- Sociology 201: Introduction to Sociology (4.5) [in class/online]



Course Descriptions

Academic Advancement

College Forum 101: College Thinking and Learning (4.5)

This course presents an introduction to the many aspects of college life and the skills needed to succeed academically.

The student will learn sound study skills, the rudiments of critical thinking and logical reasoning, and how to identify strengths in defining majors and career goals. The student will be introduced to strategies for taking tests, writing papers, library usage, and the effective management of stress, finances and time.

College Forum 201: Self-Discovery and Life Planning (1.5)

This course serves as the culmination of the My Blueprint for Life™ program and gives students the opportunity to synthesize and apply the results of the inventories that make up the program as they prepare to transfer to a four-year institution of learning or into vocational training. The class will be conducted in a roundtable format.

Students will learn and explore what is involved in transferring from Community Christian College to another educational institution. They will consider the results of the My Blueprint for Life™ assessments, research various majors at colleges and universities, examine the transfer process itself, consider possible career options, and receive help and instruction for applying to the college or university of their choice. The course will conclude with each student developing a life plan for the future.

Biological and Physical Sciences

Biology 201: Introduction to Biology (4.5)

Biology 201L: Biology Laboratory (1.5)

This course presents a survey for non-majors of life processes, including biological molecules, cells, heredity, and evolutionary theory. Biology 201 and 201L must be taken together. A materials fee will be applied.

Students will learn to understand the world from a biological viewpoint, discover the basic properties of living systems, become familiar with the scientific method, and acquire basic knowledge of major topics in biology.

Biology 202: Introduction to Biology II (4.5)

Biology 202L: Biology Laboratory (1.5)

This course emphasizes the diversity of organisms, structure and function of plants and animals, human anatomy and physiology integrating plant biology and comparative anatomy of the animal kingdom, and ecology. Biology 202 and 202L must be taken together. A materials fee will be applied. (Pre-requisite: Biology 201 and 201L)

Students will learn concepts basic to biology and demonstrate a knowledge of life forms in nature and the rules governing their structure, function and ecology. Students will also demonstrate familiarity with the usual techniques and apparatus of the life sciences (e.g., measurement techniques, sterile techniques, microscopy, etc.).

Biology 210: Introduction to Anatomy and Physiology I (4.5)

Biology 210L: Anatomy and Physiology I Laboratory (1.5)

Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, and an overview of all the body systems (skeletal, muscular, digestive, respiratory, circulatory, urinary, nervous, endocrine, and reproductive). There are three hours of lab each week. To be taken with Biol 210L. Not offered at all campuses.

Students will learn the basic function of the human body system and be able to make particular application to the health science fields.

Biology 211: Introduction to Anatomy & Physiology II (4.5)

Biology 211L: Anatomy & Physiology II Laboratory (1.5)

This course gives a more in-depth study of the form, structure, and function of human organ systems including the endocrine, digestive, respiratory, circulatory, nervous, urinary, musculoskeletal, and reproductive systems. To be taken with Biol 211L. Not offered at all campuses.

Students will learn to recognize and identify the key gross, microscopic anatomy, and respective functions of human body systems.

Chemistry 101: Introduction to Chemistry (4.5)

Chemistry 101L: Chemistry Laboratory (1.5)

Introduction to chemistry emphasizing the role of chemical principles as applied to nuclear and radiochemistry, agriculture and food, drugs, pollution, and other topics of current interest. Students must concurrently enroll for Chem 101L. Not offered at all campuses.

Students will achieve an appreciation for the chemical nature of the world, and its impact on several matters of daily life. They will learn the structure of molecules and atoms, and develop an appreciation for basic chemical reactions.

Chemistry 102: Introduction to Chemistry II (4.5)

Chemistry 102L: Chemistry Laboratory (1.5)

This course is an introduction to the basic laws and theories of modern chemistry, including atomic and molecular structure, bonding, solids, liquids, gases and solutions, stoichiometry, thermodynamics, equilibrium, electrochemistry, kinetics and the descriptive chemistry of selected elements.

Students will learn to explain modern-day theories and illustrate their development, apply stoichiometric techniques to complete and balance simple chemical equations, demonstrate a qualitative understanding of the properties of gases, liquids, and solids, and demonstrate a basic understanding of the concepts of thermodynamics, electrochemistry, and kinetics.

Earth Science 101: Introduction to Earth Science (4.5) [online]

This course covers earth science including physical and historical geology, meteorology and descriptive astronomy; the economic, social and philosophic aspects of the subject matter.

The student will learn principles of plate tectonics, the cause and nature of earthquakes and volcanoes, the types and characteristics of rocks and minerals, and the types of forces impacting the earth. Students will learn to apply this knowledge to issues such as erosion, global climate change, and the study of origins.

Business and Information Technology

Business 105: Personal Finance (4.5)

This course teaches the fundamentals of personal finance and management and reaching personal financial goals. Topics include establishing financial objectives, budgeting and saving, investing, insurance, taxes, and retirement planning.

Students will examine the issues of personal financial basics and planning (debt, borrowing, saving, budgeting, etc.), utilize the tools for personal financial evaluation, and answer commonly asked and often misunderstood questions about personal finances

Business 299: Essentials of Management (4.5) [online]

A study of the five parts of managing organizations—planning, organizing, staffing, leading, and controlling/evaluating—with the study of principles for application to both not-for-profit and for-profit organizations and applications in organizations with references to Scripture.

Students will demonstrate a knowledge of the principles of management and supervision, evaluate the various ways that organizations plan and implement missions, understand the idea of organizational culture, and consider how the principles and practices of the Bible inform managers and management.

Health and Physical Education

Health Science 101: Introduction to Health Science (3.0) [in class/online]

The course covers contemporary health knowledge intended to develop proper attitudes and behavior in the areas of nutrition, drug and alcohol use and abuse, stress, chronic and communicable diseases, environmental factors, death and dying, and mental health.

Students will assess their present level of wellness and predict their future health status based upon various health scenarios, learn to identify valid health resources, examine personal and professional health attitudes, identify stresses and ways to manage each, understand components of a wellness program, and determine major psychological barriers that inhibit changing personal lifestyle habits.

Physical Education 101: Physical Education for Life (1.5)

This course gives an introduction to body mechanics, the basic rules and participation in various sports activities, and the benefits of physical exercise.

The student will assess knowledge and gain skills in areas of physical movement and agility for preserving and maintaining optimal health.

Humanities and Fine Arts

Art 101: Introduction to Visual and Performing Arts (4.5)

This course is an integrated overview of historical developments in the arts within Western Civilization (visual arts, music and theater) with some attention to principles of critical appreciation and relationships to religious, socio-economic, intellectual, and cultural trends.

Students will define and understand the creative process underlying art, articulate the process of creating a work of art, develop critical skills in analyzing works of art, interpret the function of art and the artist in society, identify the major periods in the history of the central art forms, and identify some of the major artists and their greatest works from various forms of art.

Communications 101: Communication Concepts (4.5) [online]

An introduction to the concepts of effective oral and written communication including functioning in teams and other organizational settings and interpersonal exchanges.

The student will gain an understanding of the important of excellent communication skills for success in the workplace, learn the concepts for effective communication, and gain the skills needed for good team work, particularly in a business or professional environment.

Communications 105: Intercultural Communication (4.5)

This course consists of the study of the influence of culture on the communication process in a multicultural context, both internal and external to American society, emphasizing the impact of cultural differences upon the communication event. Attention given to improvement of cross-cultural communication skills.

Students will become sensitized to the realities of communicating across cultural barriers, will be able to identify the major components which make up communication barriers, will examine and become familiar with contemporary insights into barriers to intercultural communication, and will create internal models for successful communication.

Communications 210: Elements of Public Speaking (4.5)

This course covers the study of effective organization and communication of ideas, with training in methods of developing confidence in presenting material before an audience and practice of speech delivery before a variety of groups.

Students will learn how to prepare public presentations by researching, outlining, organizing, and practicing speeches. In addition, they will develop analytical and critical listening skills, and become sensitive to audience and speaker characteristics as they prepare and deliver informative, persuasive and specialized presentations. (Pre-requisite: English 101).

ESL 1 English as a Second Language I (4.5)

ESL I is designed for the student with limited command of English. Students will build upon their vocabulary and begin to eliminate errors through the study of basic grammar, readings, guided discussions, and written and oral exercises. Credit will not count toward graduation.

ESL 2 English as a Second Language II (4.5)

Students will continue to develop their reading, writing, listening and speaking skills through the study of intermediate grammar, readings, guided discussions, and written and oral exercises. Credit will not count toward graduation.

ESL 3 English as a Second Language III (4.5)

Students will prepare for academic course work through the study of advanced grammar, sentence structure, paragraph organization and prewriting techniques and will respond to college level readings in guided discussions, oral presentations and paragraph length essays. Credit will not count toward graduation.

ESL 4 English as a Second Language IV (4.5)

Students will polish their writing skill through grammar reviews, written exercises and the study of sentence structure, rhetoric and essay organization. Students will respond to both the content and technique of college level readings. Students will write essays using description, narration, cause and effect and comparison/contrast. Students will gain fluency in oral response and classroom participation. Credit will not count toward graduation.

English 091 – Developmental English I (4.5)

This course in the fundamentals of communication concentrates on grammar, mechanics, spelling, and the writing process. Topics also covered are reading for comprehension and basic research. Credits earned in this course cannot be applied toward the Associate Degree.

The student will establish the foundation necessary for writing success by understanding and applying basic grammar rules. The student will engage in the writing process including basic research, brainstorming, drafting of topic sentences, writing of simple paragraphs, and the creation of written arguments.

English 092 – Developmental English II (4.5)

A continuation of Developmental English I, this course will assist students in the creation of paragraph writing, the development of the five paragraph essay, sentence and phrasing complexity, heightened writing skills, and the writing and research processes. Credits earned in this course cannot be applied toward the Associate Degree.

The student will gain mastery in creating, editing, and proofing the standard five paragraph essay. The student will develop heightened complexity in his or her writing. The student will learn how to conduct basic research.

English 093 – Developmental English III (4.5)

A continuation of Developmental English II, this course is designed to help students gain fluency in essay writing, critical thinking, research, and the writing process. It is designed to be a bridge course to English 101. Credits earned in this course cannot be applied toward the Associate Degree.

The student who successfully completes this course will be prepared to succeed in the English 101 course. The student will be a competent essay writer and demonstrate higher order critical thinking skills and research abilities. The student will understand the writing process and demonstrate the ability to successfully use it.

English 101: Freshman Composition: Expository Writing (4.5)

This course consists of the training in effective written composition, utilizing both instruction in writing and regular composition assignments, including the research paper.

Students will develop accurate college-level writing skills which clearly address purpose and audience, develop critical thinking in response to analytical writing, will observe models of good student and professional writing, learn to research and document, and confront the challenges of thought and expression across the college curriculum. (Pre-requisite: English 092 or an appropriate score on the English placement test).

English 205: Introduction to Literature of the English Language (4.5)

This course covers the introduction to literature in the English language, emphasizing British and North American literature, with attention to the appreciation of literary types, forms, themes, and literary devices. Prerequisite: English 101.

Students will trace the development of literary expression in the English language, read representative writers in various literary periods of British and American history, research the lives and contributions of several important writers, learn to use terminology accurately in discussing literary texts, develop a basic understanding of the major schools of literary criticism, and write analyses of assigned texts.

English 210: Introduction to World Literature (4.5)

This course covers reading, discussion and analysis of masterpieces of literature from around the world, with emphasis on modern European literature. Prerequisite: English 101.

Students will survey literature from around the world, learn to identify forms and the major schools of literary criticism, develop critical skills in reading, thinking and writing, conduct literary research and analyze findings as they author a research paper, and recognize the importance and continuing influence of literature in modern life.

English 215: Literature of C.S. Lewis (4.5) [online]

The course will explore the life of and literature produced by C. S. Lewis in order to gain perception into his theology, the various genre in which he wrote, and the principles that make his writings meaningful nearly forty years after his death.

The student will gain an appreciation and understanding of the scope of the work of C. S. Lewis. Students will learn the connection between his biography and his writings.

English 223: Intermediate Composition and Critical Thinking (4.5) [in class/online]

The course emphasizes the development of critical thinking, reading and writing skills as they apply to the analysis of written text (both fiction and non-fiction). The techniques and principles of effective argumentative prose are carefully and thoughtfully developed. Course requires a major research paper. Prerequisite: English 101 or equivalent.

Students will learn to read effectively and critically analyze argumentative prose, learn the principles of evaluating arguments and statements, and develop skills in writing analytical and argumentative prose. (Pre-requisite: English 101).

History 101: Human Civilization I: The Ancient World (4.5)

The course consists of a survey of major ancient world civilizations (with emphasis on non-Western civilizations), providing a general outline of political, social, economic, and cultural institutions.

Students will become acquainted with significant elements of ancient history, will be able to understand and identify key elements of the major periods of civilizations, and will be able to discern and appreciate the way in which cultural and religious dynamics are interwoven with political and social developments.

History 105: Human Civilization II: The Western World (4.5)

The course consists of a survey of the political, economic, social, and intellectual developments forming the basis for Western Civilization.

Students will understand the basic periods of Western Civilization, will learn of significant ideas, themes, trends, socio-political conditions, and historical persons and events which distinguish this timeframe. Students will gain an appreciation for the sweep of development and the way in which events and ideas mutually influence one another in this process.

History 210: Survey of American History (4.5)

Survey of the history of the United States with emphasis on political, social and cultural developments.

Students will be able to identify the developmental periods of the American experience, examine the unique social movements that have shaped and defined American political and social ideals, understand regional differences and pressures they bring to bear on the stability

of American society, and explore the foundational principles of American government and culture as our society's guiding principles evolve into the modern American state.

Macroeconomics 231: Macroeconomics (4.5)

A study of macroeconomic theory with a primary emphasis placed upon an examination of economic aggregates, including topics such as supply and demand, the market process, the economic role of government, measuring the nation's economic performance, unemployment, economic fluctuations, fiscal policy, money and the banking system, economic growth, international trade, and foreign exchange markets.

Students will define the meaning of economics and develop an economic way of thinking. They will understand the significance of private ownership, profits, the Gross Domestic Product, monetary policy and banking. They will critically evaluate the issues of income distribution and factors influencing economic growth.

Microeconomics 232: Microeconomics (4.5)

A study of microeconomic theories of supply and demand, price determination, resource allocation, various degrees of competition and international trade and finance, as well as exploration of applications such as income inequality, rural and urban economics, social control of industry, and labor unions.

Students will understand the issues of trade and the theory of oligopoly. They will analyze the role of competition and profits, profit maximization principles, and monopoly. They will evaluate the link between productivity and earnings, the labor market and employment, and the function of labor unions.

Philosophy 201: Introduction to Philosophy (4.5)

This course gives an introduction to the main ideas, methods, and problems of philosophy and significant figures in the philosophic tradition.

Students will become acquainted with important figures and movements in Western philosophy, learn important concerns of philosophy, learn important movements in modern thought and philosophy, and develop the ability to read and think competently about complex, abstract material. (Recommendation: Completion of English 223).

Philosophy 210: Ethical Decisions in the Workplace (4.5) [online]

This course covers the development, discussion and resolution of ethical issues in organizations and how outcomes are impacted by ethical standards and Christian faith.

The student will understand the relationship between the fields of ethics and philosophy. He or she will explain the difference between principles and preferences in decision-making. He or she will understand the personal, organizational and legal elements of ethics and decision-making.

Religious Studies 101: Introduction to the History and Literature of the Old Testament (4.5)

This course is an overview of the Old Testament with special attention to Ancient Near Eastern historical context, Israelite history, literary forms, and theological contents.

Students will be able to summarize the basic structure, content, and argument of each Old Testament book, evaluate and respond to key Old Testament historical criticism, identify and respond to key interpretive issues, and identify major characters and themes in the various books.

Religious Studies 105: Introduction to the History and Literature of the New Testament (4.5) [in class/online]

This course is an overview of the New Testament in the historical and cultural context of the Greco-Roman world. Special attention to literary forms and theological contents.

Students will develop an appreciation for the historical background of the intertestamental period, become familiar with the issues and methods of New Testament criticism, understand historical currents impacting the background to New Testament documents, and become familiar with the contents and distinctives of each New Testament book.

Religious Studies 210: Introduction to Christian Thought and Contemporary Issues (4.5)

This course gives an introduction to the concept of a Christian world and life view, and a comparison of a Christian worldview with alternative contemporary world views. Special attention is given to an examination of the implications of a Christian worldview for contemporary social, moral and religious issues.

Students will develop an appreciation for how worldview shapes the cultural milieu of the times, understand the intellectual ideas and paradigms that have shaped Western civilization, identify various paradigms and how they affect one's view of social issues and institutions, and begin to formulate a rational, coherent, Christian view of contemporary issues. (Prerequisites: Religious Studies 101, 105, English 223, and Philosophy 201).

Religious Studies 211: Life of Christ (4.5) [online]

A study of the Life of Christ as recorded in the Synoptic Gospels and in the Gospel according to John.

The student will understand the contribution of each Gospel writer, the major developments in the life of Christ on earth, and aspect of Jesus as a role model. He or she will be able to harmonize the separate accounts, understand the synoptic problem, and consider the case for the reliability of the Gospels.

Religious Studies 212: Paul's New Testament Letters (4.5) [online]

This course gives an overview of Paul's writings to the first-century churches. This study highlights major issues and considers application to individual believers and churches of today. Appropriate hermeneutical principles and procedures are also demonstrated.

The student will be able to summarize the historical background and major content areas of each epistle and prepare concise outlines. Each student will be able to identify the major themes, arguments, distinctive characteristics of apostasy, local church issues, and relate these to the contemporary culture of today. Personal application of the major truths taught in the epistles is an expected outcome.

Religious Studies 223: Foundations of Christian Missions (4.5) [online]

This course is intended to provide an introductory overview of the basis for Christian missions and establish a biblical and theological foundation to adequately sustain a long-term mission enterprise. In addition, relevant cultural and historical perspectives are thoroughly examined toward the intent of motivating positive desires for involvement in mission endeavors.

The student will develop an historical and biblical perspective for missions, understand missions' central role in the ministry of the local church, and demonstrate application of the contextualization of the gospel message.

Spanish 101: Introductory Spanish I (4.5)

This course is an introduction to Spanish that prepares the student to begin to communicate in the language. The course presents the fundamental grammar of Spanish focusing on basic sentence structure using listening, speaking, reading and writing.

Students will be able to identify the sounds of Spanish and understand simple statements and questions in Spanish, pronounce the sounds of Spanish and express basic ideas orally, and write words, phrases, sentences and short paragraphs in Spanish.

Spanish 102: Introductory Spanish II (4.5)

This course is designed for students who successfully completed Spanish 101 or have sufficient prior knowledge of Spanish. Listening, speaking, reading and writing are emphasized, and the focus is on the students' ability to communicate in Spanish. [Pre-requisite – Spanish 101]

Students will be able to demonstrate an understanding of main ideas or significant information from spoken or recorded Spanish, speak Spanish with correct vowel and consonant sounds and accentuation, write paragraph-length narratives about events or routines that occurred in the past, and interact in uncomplicated everyday situations.

Spanish 201: Intermediate Spanish I (4.5)

This course is an interactive study of Spanish at the intermediate level with increased emphasis on broader communication (speaking, writing, and listening) in Spanish. The course material emphasizes formal study of the language structure and further development of vocabulary and functional competence.

The student will increase his/her competency in communicating in Spanish. The student will gain an appreciation for the cultural norms, practices, and values of Spanish-language peoples. Prerequisite: Spanish 102 or equivalent. (4.5 credits)

Spanish 202: Intermediate Spanish II (4.5)

This course, a continuation of Spanish 201, seeks to broaden student fluency in Spanish and appreciation for Spanish culture through increased exposure to essay writing and dialogue.

The student will increase his/her competency in communicating in Spanish. The student will gain an appreciation for the cultural norms, practices, and values of Spanish-language peoples. Prerequisite: Spanish 201 or equivalent. (4.5 credits)

Mathematics**Mathematics 091: Developmental Math I (4.5)**

A fundamental goal of this course is to have demonstrated mastery in addition and subtraction of whole numbers, multiplication and division of whole numbers, fractions decimals, percentage, basic geometry, measurements, and signed numbers. Credits earned in this course cannot be applied toward the Associate Degree.

Students will develop proficiency in pre-college skills to ensure success in future math endeavors.

Mathematics 092: Developmental Math II (4.5)

The course is a basic preparatory course in the fundamentals of algebra. This course includes an overview of linear equations and inequalities in one variable, linear equations and inequalities in two variables (including slope, slope intercept, point slope, and standard form equations), systems of linear equations, inequalities, and the operation of polynomials. Credits earned in this course cannot be applied toward the Associate Degree.

Students will gain a mastery of the fundamentals of algebra establishing a foundation for further study in mathematics. Students will develop computational skills essential to success in a variety of fields.

Mathematics 093: Developmental Math III (4.5)

This is an extended preparation course in the fundamentals of algebra. This course will cover solving equations by factoring, rational expressions, roots and radicals, quadratic equations and functions. Credits earned in this course cannot be applied toward the Associate Degree.

Students will gain a mastery of the fundamentals of algebra establishing a foundation for further study in mathematics. Students will develop computational skills essential to success in a variety of fields.

Mathematics 101: Introduction to College Algebra (4.5) [in class/online]

This course includes the study of quadratic equations and inequalities and their applications, an introduction of functions including operations and their inverses, exponential functions and their graphs, logarithmic functions and their graphs and properties, in depth work graphing functions with transformations, an introduction to sequences, series and the Binomial Theorem.

The student will demonstrate mastery in college-level algebraic work and create a foundation for future learning in the field of mathematics. (Pre-requisite: Math 092 or appropriate score on the Math placement test).

Mathematics 115: Ideas of Mathematics (4.5)

The course covers sets and their applications to topics in discrete mathematics that will include enumeration techniques and finite probability spaces.

The student will understand foundational ideas of several important branches of mathematics, will acquire skills in quantitative and abstract reasoning in the use of mathematics as a computational and analytical tool, and learn to recognize and implement basic applications of probability and statistics. (Pre-requisite: Math 092 or an appropriate score on the placement test).

Social and Behavioral Sciences

Political Science 205: Introduction to U.S. Government (4.5)

This course gives an introduction to the principles and problems of government with particular emphasis on the American political system at all levels.

Students will appreciate the impact of government on their daily lives, become informed and active participants in the political process, understand their constitutional rights and responsibilities, appreciate the checks and balances written into our constitution, and learn to analyze critically the major public policy issues of the day.

Psychology 101: Introduction to Psychology (4.5) [in class/online]

This course gives a survey of various fields within the discipline of modern psychology, including perception, memory, personality, cognition, learning, and emotion.

Students will learn to understand the principles of motivation, perception, learning theories, personality development, group dynamics, conflict theory, stress management, and change. Additionally, they will develop an understanding of the important theories and schools of knowledge in the areas of psychology.

Sociology 201: Introduction to Sociology (4.5) [in class/online]

This course covers principles, concepts and theories of culture, social organization, social roles and stratification, social change, and social planning; the structure, function, pattern and process of social life.

Students will identify and evaluate the primary sociological models, understand the sociological process of role and norm formation, recognize and become sensitive to ethnocentric biases, identify and analyze complex relationship patterns that exist between groups and individuals, evaluate their roles and responsibilities in society, and examine the interface between perspectives of Christian faith and sociology.



Musical Group for Art 101 Project



Graduation Class, Spring 2009

Typical Schedule Leading to the AA Degree

First Year

Fall Quarter

Course No.	Course Title	Req.	Qtr. Hrs.
ColFor 101	College Thinking and Learning I	R	4.5
HlthSci 101	Introduction to Health Science	R	3.0
PhysEd 101	Physical Education for Life	R	1.5
RelStd 101	Introduction to the History & Literature of the O.T.	R	4.5
Total			13.5

Winter Quarter

Art 101	Introduction to Visual and Performing Arts	R	4.5
Engl 101	Freshman Composition: Expository Writing*	R	4.5
RelStd 105	Introduction to the History & Literature of the N.T.	R	4.5
Total			13.5

Spring Quarter

Comm 105	Intercultural Communication	R	4.5
Math 101	Introduction to College Algebra*	R	4.5
Psyc 101	Introduction to Psychology	R	4.5
Total			13.5
Year Total			40.5

Second Year

Fall Quarter

Biol 201	Introduction to Biology	R	4.5
Biol 201L	Biology Laboratory	R	1.5
ColFor 201	College Thinking and Learning II	R	1.5
Engl 223	Intermediate Composition and Critical Thinking*	R	4.5
ELECTIVE	HISTORY ELECTIVE	E	4.5
Total			16.5

Winter Quarter

Phil 201	Introduction to Philosophy	R	4.5
ELECTIVE	LITERATURE ELECTIVE	E	4.5
ELECTIVE	History or Math/Science Elective (Depends on track)	E	4.5
Soc 201	Introduction to Sociology	R	4.5
Total			18.0

Spring Quarter

Comm 210	Elements of Public Speaking*	R	4.5
ELECTIVE	FREE ELECTIVE	E	4.5
PoISci 205	Introduction to U.S. Government	R	4.5
RelStd 210	Introduction to Christian Thought & Contemporary Issues*	R	4.5
Total			18.0
Two Year Total			93.0

*Please see course descriptions for pre-requisites.

College Faculty

The following listed persons constitute the adjunct pool of instructors who are committed to teach for the College when needed and as available.

Chairman of the Faculty and Full-time Professor

***Aaron Hebbard**; Religious Studies, Humanities. B.A., Religion, Vanguard University, 1992; M.A., Biblical Studies, Vanguard University, 1996; Ph.D., Literature, Theology and the Arts, University of Glasgow, 2005.

Adjunct Faculty

Sandra Alvarez; Developmental Math. B.A., Mathematics, California State University, San Bernardino, 1996.

Ross Anderson; Biology. B.A., Biology, Austin College, 1974; M.B.S., Molecular, Cellular, and Developmental Biology, University of Colorado, 1982; Ph.D., Biochemistry, Baylor College of Medicine, 1993.

Tamara Bonn; Developmental Math. B.A., Human Development with an emphasis in Mathematics, Azusa Pacific University, 2000.

Bruce Bouslough; Communications, Social Science. B.A., Physical Education, Whitworth College, 1968; M.A., Missiology, Fuller Theological Seminary, 1976; M.A., Education—Administration, University of Redlands, 1994.

Gail Bouslough; English Literature. B.A., Physical Education, Biola University, 1970; M.A., English Literature, California Polytechnic University, Pomona, 1995; Ph.D., English, Claremont Graduate University, 2007.

Angela Brantley; Mathematics. B.A., Mathematics, University of Southern California, 1993; M.B.S., Applied Mathematics, University of Colorado at Denver, 1997; M.A., Educational Administrative Services, California State University, San Bernardino, 2004.

Donald Brown; College Forum. B.A., Community Leadership and Development, Springfield College, Springfield, Massachusetts, 1969; M.Ed., Rehabilitation Counseling, Springfield College, 1978; Ed.D., Education, University of Massachusetts, Amherst, 1990.

John Browning; Fine and Performing Arts. B.A., Piano Performance and Composition, California State University, San Bernardino, 1985; M.A., Theory and Composition, University of California, Riverside, 1991; D.M.A., Composition, Claremont Graduate University, California, 1995.

D. Renee Butler; Mathematics. B.A., Mathematics, California State University, Northridge, 1991; M.A., Mathematics Education, California State University, Northridge, 1996.

Evelin Butler; Biology. B.A., Biology, Point Loma University, 1999; M.S., Cellular, Molecular and Developmental Biology, University of California, Riverside, 2005.

Amanda Cothran; Business. A.A., Liberal Arts, Community Christian College, 2006; B.S., Business Administration, California Baptist University, 2008; M.B.A., California Baptist University, 2009.

Vicki Edwards; Psychology. B.A., Sociology, Cal State, Northridge, 1989; M.A., Marriage and Family Therapy, Azusa Pacific University, 1993; Ph.D., Psychology, Phillips Graduate Institute, concentration in Forensic Psychology, 2007.

Samantha Farinacci; English, College Forum. B.A., English, California Lutheran University, 2006; M.A., Theology, Fuller Theological Seminary, 2010.

Julie Frey; English. A.A., Riverside Community College, 1997; B.A., Liberal Studies, California Baptist University, 2000.

Dustin Guerra; History. B.A., History/Political Science, Vanguard University, 1996; M.A., History, California State University, Long Beach, 2008.

Adrienne Halpin; English. B.A., French, Washburn University, 2007; B.A., English, Washburn University, 2007; M.A., English Studies, Durham University, 2009.

John Harbison; Religious Studies, College Forum. B.S., Forestry, Pennsylvania State University, 1978; M.A.R., Theology, Westminster Theological Seminary, 1984; M.Div., Westminster Theological Seminary, 1985; D. Min., Contemporary Culture, Covenant Theological Seminary, 2001.

Terri Harris; Developmental Math. B.A., Education, Arizona State University, Tempe, Arizona, 1996.

Jerrard Heard; Political Science. B.A., Communication, Mississippi State University; M.A., Telecommunications, Southern Illinois University; M.Div., Reformed Theological Seminary; Ph.D., Historical Theology, University of Wales.

Daniel Hodge; Intercultural Communication. A.A., General Studies, Monterey Peninsula College; B.A., Social and Behavioral Sciences, California State University, Monterey Bay, 2000; M.A., Intercultural Studies, Fuller Theological Seminary, 2004; Ph.D., Philosophy of Intercultural Studies, Fuller Theological Seminary.

Marilyn Hope; Library Science. B.S., Biological Sciences, University of California, Irvine, 1971; B.S., Medical Anthropology, University of California, Riverside, 1989; M.L.I.S., Library and Information Science, University of Hawaii, 1990; M.A., Communication, University of Arizona, Tucson, Arizona, 1998.

Robert Johnson; Political Science, College Forum. B.A. Social Sciences, Dordt College, 1984; M.S., Educational Administration, Cal State University, Fullerton, 1991.

Richard Jordan; College Forum. B.A., Mathematics, University of California, Riverside, 2003; M.A., Philosophy, Biola University, 2008.

Janine Kohut; Developmental Math. B.A., Mathematics, Azusa Pacific University, 1988; M.A., Education, Curriculum and Technology, University of Phoenix, 2004.

Walter T. Linn; Sociology, Psychology. B.S., Rehabilitation Science, University of Texas Southwest, 1972; M.A., Counseling Psychology, Texas Tech University, 1973; M.A., Biblical Studies, International Christian Graduate University, 1979; D. Min., Family Ministry, International School of Theology, 1982; M.A., Family Sociology, University of Southern California, 1984; Ph.D., Sociology, University of Southern California, 1986.

Alexandra Linscott; Psychology. B.S., Psychology, William Jessup University, California, 2003; M.A., Psychology, Fuller Theological Seminary, 2007.

Grace Lubwama; Health Science. B.A., Fine Art and Industrial Design, Makerere University, 1995; M.A., Public Health, Boston University, 1999.

Tami Miller; College Forum. B.A., Organizational Leadership, Biola University, 2003; M.A., Clinical Psychology, Azusa Pacific University, 2006.

Domingo Mota; Physical Education. B.A., Organization Management, The Master's College, Santa Clarita, California, 1999.

Lorna Obien; Mathematics. M.A., Mathematics Education, California State University, San Bernardino, 1991.

Deborah Perkins; Physical Education, Health Science. B.S., Physical Education, The King's College, New York, 1982 ; M.S., Exercise Science, California Polytechnic Institute, Pomona, California, 1988.

Bruce Prins; Biology. B.S., Biology, Point Loma College, 1985; Ph.D., Pharmacology, University of California, Irvine, 1992.

Randy Rodden; Philosophy, Religious Studies. B.A., Speech Communication, California State University, Los Angeles, 1974; M.Div., Christian Associates Seminary, 1977; M.A., Philosophy, University of California, Riverside, 1989.

Chelsea Rotunno; Developmental English. B.A., English, Azusa Pacific University, 2001.

Mary-Jean Stevenson; Health Science. B.S., Food Industries, California Polytechnic State University, 1974; B.S., Dietetics and Institutional Administration, TWU, 1988; M.A. Health Education, California State University, 1997.

Julie Stokes; Psychology, Social Science. B.A., Psychology, California State University, San Bernardino, 1991; M.A., Ph.D., Psychology, University of California, Riverside, 1994.

Gabe Veas; Religious Studies. B.A., Communication Studies, Azusa Pacific University, 2002; M.A., Biblical Studies and Theology, Fuller Theological Seminary, 2004; Ed.D., Educational Psychology, University of Southern California, 2007.

Kathryn Venhuizen; ESL. B.A., Business/Communication & Spanish, Calvin College, 2002; M.A., Cross-Cultural Studies, Fuller Theological Seminary, 2007.

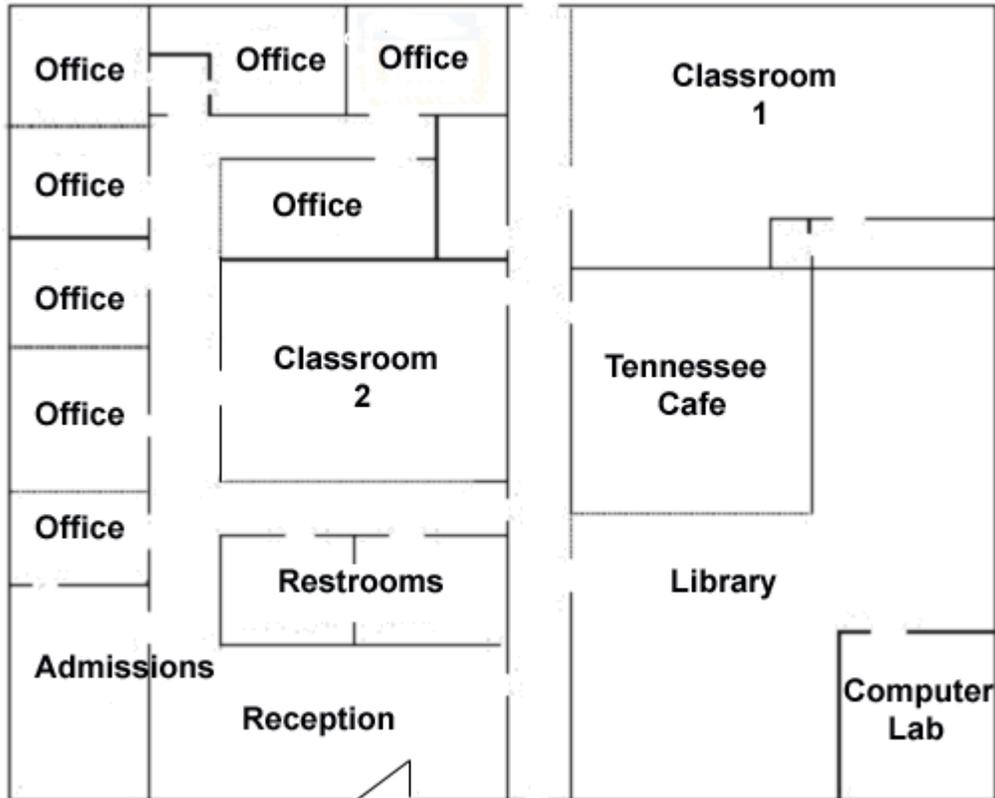
Krista Wagner; English, Developmental English. B.A., English, University of Maryland, Baltimore County, 1999; M.A., English Literature, California State University, San Bernardino, 2008.

Elizabeth Walker; English. B.A., English, Pepperdine University, 2004; M.P.A., Social Service, Leadership & Government, Seton Hall University, New Jersey, 2006; M.A., Rhetoric and Composition, California State University, Dominguez Hills, 2008.

Lorrie Wood; English. B.A., Liberal Studies, California State University, Northridge, 2004; M.A., English, National University, California, 2008.

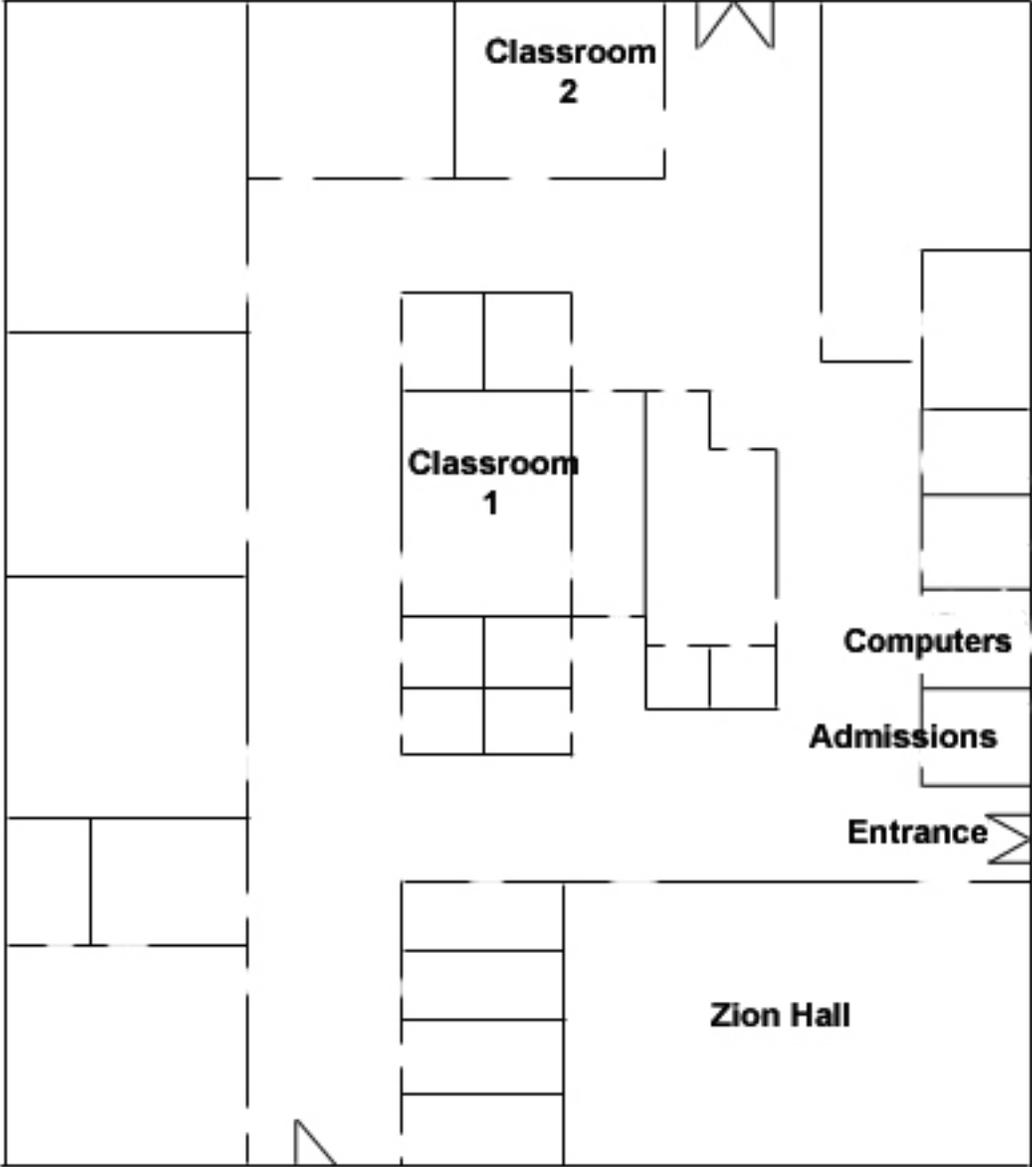
Campus Maps

The campus provides 7200 square feet to accommodate eight offices, a student lounge, a library with computer laboratory, and two classrooms: (1) one that is 20 x 32 square feet that can accommodate 20 students, and (2) one that is 42 x 20 square feet that can accommodate 34 students, for a total of 54 students.



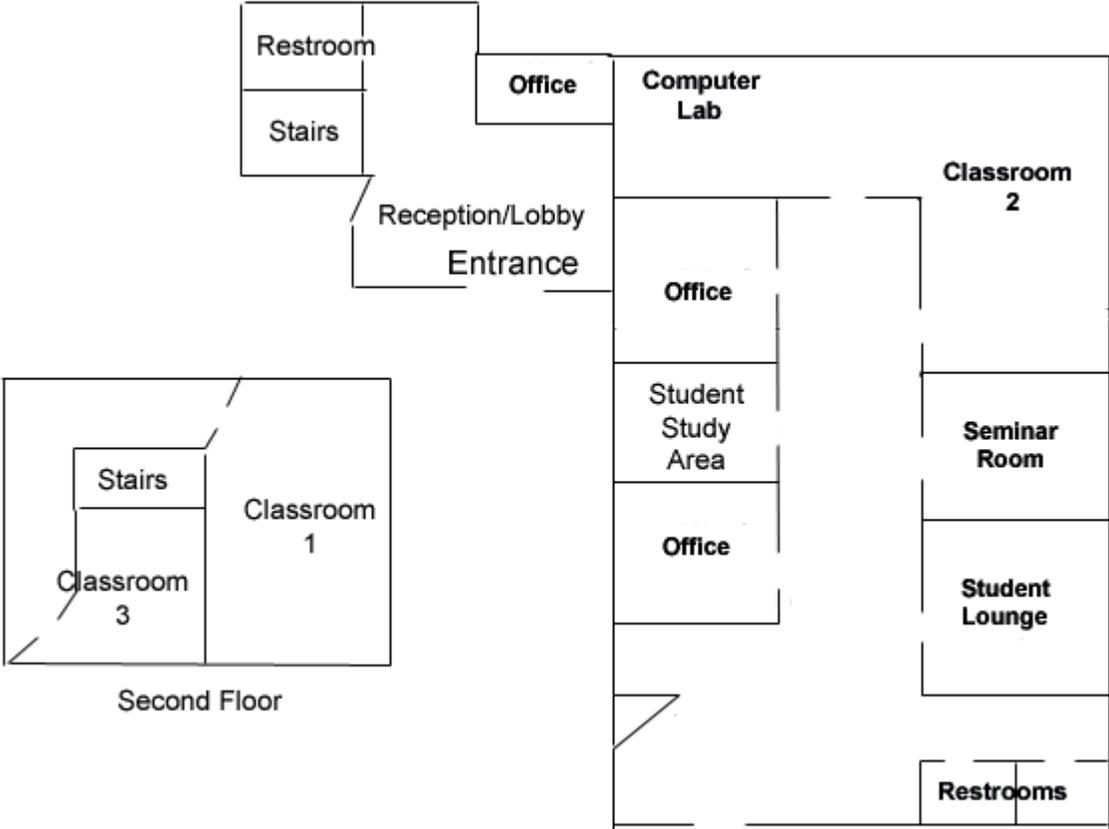
**Redlands Campus
251 Tennessee Street
Redlands, CA 92373**

There is a site coordinator office, computer laboratory and two classrooms: (1) one (Classroom 2) that is 21 x 19 square feet that can accommodate 15 students and (2) one (Classroom 1) that is 30 x 27 square feet that can accommodate 30 students, for a total of 45 students.



**San Bernardino Campus
1777 West Base Line St.
San Bernardino, CA 92411**

Over 2000 square feet. Including one site coordinator office, a computer laboratory and two classrooms: (1) one that is 17 x 13 square feet that can accommodate 10 students and (2) one that is 26 x 17 square feet that can accommodate 20 students, for a total of 30 students.



**Sun Valley Campus
9000 Sunland Boulevard
Sun Valley, CA 91352**

Calendar for 2012-2014

The following holidays are observed at the College offices: New Year's Day, Martin Luther King Day, Presidents' Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and the following day, and Christmas Day.

Fall Quarter 2012:

August 4 and 11	New Students' Orientation
August 11	Faculty Orientation
August 20	Instruction Begins
August 26 – September 1	Last Week to Add Classes
September 3	Labor Day Holiday
September 4-9	Last Week to Drop Classes
September 24 – October 1	Last Week to Drop with "W"
November 5	Last Day of Instruction
November 6-12	Finals Week
November 13-25	Thanksgiving Break

Winter Quarter 2012-2013:

November 17	New Students' Orientation
November 17	Faculty Orientation
November 26	Instruction Begins
December 3-10	Last Week to Add Classes
December 11-17	Last Week to Drop Classes
December 16 - January 6	Christmas Break
January 7	Instruction Resumes
January 21	MLK Day Holiday
January 22-28	Last Week to Drop with "W"
March 4	Last Day of Instruction
March 5 – 11	Finals Week
March 12-24	Spring Break

Spring Quarter 2013:

March 16	New Students' Orientation
March 16	Faculty Orientation
March 25	Instruction Begins
April 2 -8	Last Week to Add Classes
April 9-15	Last Week to Drop Classes
April 30 – May 6	Last Week to Drop with "W"
May 27	Memorial Day Holiday
June 10	Last Day of Instruction
June 11-17	Finals Week
June 22	Commencement
June 18-30	Break

Summer Session 2013:

July 1	Instruction Begins
July 4	Independence Day Holiday
August 5	Last Day of Instruction
August 6-12	Finals Week

Fall Quarter 2013:

August 10	New Students' Orientation
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August 17	Faculty Orientation
August 19	Instruction Begins
August 26–30	Last Week to Add Classes
September 2	Labor Day Holiday
September 3-9	Last Week to Drop Classes
September 23-30	Last Week to Drop with "W"
November 4	Last Day of Instruction
November 5-11	Finals Week
November 12-17	Break

Winter Quarter 2013-2014:

November 16	New Students' Orientation
November 16	Faculty Orientation
November 18	Instruction Begins
November 25-30	Thanksgiving Break
December 2	Instruction Resumes
December 2-9	Last Week to Add Classes
December 10-16	Last Week to Drop Classes
December 22 - January 5	Christmas Break
January 6	Instruction Resumes
January 14-21	Last Week to Drop with "W"
January 20	MLK Day Holiday
February 17	Presidents' Day
February 24	Last Day of Instruction
February 25 – March 3	Finals Week
March 4-16	Spring Break

Spring Quarter 2014:

March 8	New Students' Orientation
March 15	Faculty Orientation
March 17	Instruction Begins
March 25-31	Last Week to Add Classes
April 1-7	Last Week to Drop Classes
April 22-28	Last Week to Drop with "W"
May 26	Memorial Day Holiday
June 2	Last Day of Instruction
June 3-9	Finals Week
June 21	Commencement
June 22-29	Break

Summer Session 2014:

June 30	Instruction Begins
July 4	Independence Day Holiday
August 1	Last Day of Instruction
August 4-8	Finals Week