



Catalog

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<http://www.cccollege.edu>

According to College policy, the College catalog is reviewed at least annually.

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Community Christian College

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Revised, March 2016

Revised, April 2017

Revised, August 2017

Revised, December 2017

Revised, January 2018

College Addresses:

Redlands Main Campus:

1849 N. Wabash Avenue

Redlands, CA 92374-4970

Telephone: (909) 823-4404

Secondary Ph.: (909) 794-1084 ext. 106

FAX: (909) 794-1093

Fontana Teaching Site:

8621 Juniper Ave.

Fontana, CA 92335

Telephone: (909) 823-4405

Downey Teaching Site:

Calvary Chapel, Downey

12808 Woodruff Ave.

Downey, CA 90742

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 develop a mature Christian worldview and to achieve their full academic potential. We also create an atmosphere in which students will advance spiritually and make decisions that will positively shape their future.

We have seen over and over how the AA degree from 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. An education at *Community Christian College* includes setting one's personal goals for a career and for further studies, challenging every student to prayerfully establish those goals in keeping with one's God-given talents. It is also true that *Community Christian College* 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.

The best Christ-centered higher education awaits you when you enroll at *Community Christian College* at any of our three locations -- Redlands, Fontana, or Downey.

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

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Board of Trustees

Mr. Don Nydam, Chairman

Dr. Gayne Anacker

Rev. Dr. Joshua Beckley

Ms. Paula Hettinga Deemer

Mr. Robert Hungate

Mr. Nathan (Nate) Lemley

Dr. Harris Lidstrand

Dr. Lowell Linden

Dr. Stanley Mattson

Mr. Jim Nydam

Mr. David Rademaker

Dr. John Shoup

Rev. Forrest Short

Rev. Dr. Raymond Turner, Vice-Chair

College Administration

President Emeritus: Joshua Turansky

B.A., Religion, Bar-Faith Evangelical Seminary, 2014.

Incoming President: Brian J. Carroll

Certificate, Advanced Management, Stanford University, California, 1997

J.D., Law, San Francisco Law School, California, 1984

B.S., Health Care Science, Southern Illinois University, Carbondale, Illinois, 1981

Vice-President of Finance and Operations: David Zamora

D.D., Theology (Honorary), American Trinity University, Moreno Valley, California, 2017

A.A., Liberal Arts (Honorary), Community Christian College, Redlands, California, 2017

Vice-President of Academics/ Full-time Faculty: Dr. 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

Financial Aid Administrator / VA Certifying Official: “Billie” Briant

Twenty years of financial aid experience, including five years as financial aid director.

Director of Admissions: Bianca Zamora

Three years of admissions experience, and thirteen years experience in Christian education.

Vice-President of Compliance / Registrar: Marilyn Hope

Ed.D., Candidate, Education, University of Redlands, Redlands, California, 2016

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, 1988

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 teaching the Christian worldview and granting an Associate of Arts degree in Liberal Arts, with possible emphases in Business Administration or Bible and Theology.

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 16 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 California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. 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 Institutional Objectives

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 associate-level 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, with additional emphases in business administration, Bible and theology, and early childhood education, that promotes the development of Christian knowledge, skills, and values.
 - a. The curriculum in liberal arts includes courses in six areas: Religious studies, humanities, communication skills and critical thinking, mathematics and natural sciences, social and behavioral sciences, and lifelong development. The curriculum in business administration includes general education courses in addition to business-focused and accounting courses. The curriculum in Bible and theology includes general education courses in addition to theologically-focused subjects.
 - b. The students' exposure to the curriculum will be shaped and supported by an individual planning process.
 - 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 main campus of the College is headquartered in Redlands, a city with a population of 71,288, 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 also has additional teaching sites.

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 programs 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, with additional emphases in business administration, Bible and theology, or early childhood education, 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 program of the College is comprised of an integrated, comprehensive, fully prescribed sequence of courses ranging across the traditional, applicable departments in mathematics, 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 studies provide 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 where students can 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 or her 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.

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 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. Home schooled students must have passed the High School Equivalency Test (HiSET).
5. An official transcript of all college records, if any.
6. 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 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 of Academics.
5. The College does not provide Visa services, but the College will vouch for student status and any associated charges.

All instruction will occur in the English language.

Handicap Access Policy

Community Christian College, in accordance with its mission to offer students the opportunity to successfully complete an associate-level 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, gender, 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, 2014 for the 2014-2015 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.

❖ *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.

❖ **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.

❖ **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 dependent 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.

Cancellation of Enrollment/Refund of Charges

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.

The institution shall advise each student that a notice of cancellation shall be in writing, and that 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 institution shall also provide a pro rata refund of nonfederal student financial aid program moneys paid for institutional charges to students who have completed 60 percent or less of the period of attendance.

The institution shall pay or credit refunds within 45 days of a student's cancellation or withdrawal. **After that time no refund will be made.**

Tuition (effective Summer 2017)

Per unit charge for courses	\$133.33
Remote delivery fee	~32.00
Audit Fee, single course (no college credit)	100.00
High school, single course (4.5 units).....	366.00

Fees

Admission

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

General

Student Registration Fee (per quarter) 25.00

Student Fee (per quarter, includes STRF assessment fee) 25.00

STRF refund (one-time, non-refundable) 0.00

Academic

Laboratory Fee300.00

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

Registrar

Transcript Fees:

Official Transcript (per transcript)	10.00
Unofficial Transcript (per transcript).....	0.00
Graduation Fee (non-refundable).....	100.00
Withdrawal Fee	25.00

Business

Late Payment Fee	15.00
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Books

Additional cost, depending on the courses	~ \$300.00
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Total charges for a period of attendance is \$133.33 per unit taken. Some remote locations, due to the cost of support, will be assessed an additional remote delivery fee. Estimated total charges for the entire educational program equal \$16,017.94. 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,
 - 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.

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.

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.

Institutional Financial Aid Refund 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, FSEOG) earned by the student for their attendance up to the date of withdrawal. (See Return of Title IV Financial Aid (R2T4) Policy).

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.

Refund calculation:

- ❖ Courses dropped before start date: 100%
- ❖ Courses dropped by the end of the second week: 70%
- ❖ Courses dropped by the end of the third week: 60%
- ❖ Courses dropped by the end of the fourth week: 50%
- ❖ Courses dropped by the end of the fifth week: 40%

There are no refunds after the end of the fifth week.

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.

"NOTICE"

"YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL OF THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE."

In making consumer loans to students, an institution shall also comply with the requirements of the Federal Truth in Lending Act pursuant to Title 15 of the United States Code.

Return of Title IV Financial Aid (R2T4) Policy

Title IV funds are federal student aid (FSA) funds administered by the U.S. Department of Education. They include Federal Pell Grant, Iraq Afghanistan Service Grant (IASG), Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, Direct Loans (Subsidized Direct Loan, Unsubsidized Direct Loan, and Direct PLUS loan), and Perkins loan. **The only ones that Community Christian College processes are the Federal Pell Grant and FSEOG Grant.** FSA funds are awarded to a student under the assumption that the student will attend the College for the entire period for which the assistance is awarded. When an FSA recipient withdraws from the College prior to the end of a payment period, a Return of Title IV (R2T4) calculation will be performed to determine the amount FSA funds earned as of the date of withdrawal.

If the total amount of FSA funds earned is less than the amount of FSA funds disbursed to the student, the difference or unearned funds will be returned to the applicable FSA programs. However, if the total amount of FSA earned is greater than the amount disbursed to the student, the student may be eligible to receive a post withdrawal disbursement (PWD) of the earned FSA funds.

An R2T4 calculation will not be performed if an FSA recipient withdraws after completing the payment period (term) and all FSA funds have been disbursed. Students with a withdrawal date that occurs up through the completion of 60% of a payment period are eligible for a prorated portion of the FSA funds disbursed. Students with a withdrawal date that occurs after completing more than 60% of the payment period earns 100% of the FSA funds.

Determining Withdrawal Dates

Withdrawal dates are determined in two ways, either through student-initiated withdrawal (official) or through Community Christian College administrative withdrawal (unofficial). Student-initiated withdrawal occurs when the student notifies the College of the intent to withdraw. Administrative withdrawal occurs when the College determines that the student is no longer enrolled based on a variety of reasons, such as a student's lack of academic activity, failure to establish academic activity verification at the beginning of a new term or failure to pay tuition.

Official, Student-initiated withdrawals: The withdrawal date is the date the student notifies the College of the intent to withdraw.

Unofficial, Administrative withdrawals: The withdrawal date is the last date of the student's academic activity.

Date of the university's determination that the student withdrew

Student-initiated withdrawals: The date of determination that the student withdrew is the date the student notified the College of the intent to withdraw.

Administrative withdrawals: The date of determination that the student withdrew without providing notification is no later than 21 days after the withdrawal date.

Steps in the Return of Title IV funds policy

Community Christian College will determine:

- The total amount of Title IV aid disbursed for the quarter in which the student withdrew. A student's Title IV aid is counted as aid disbursed in the calculation, if it has been applied to the student's account on or before the date the student withdrew.
- The total amount of Title IV aid disbursed plus the Title IV aid that could have been disbursed for the quarter in which the student withdrew.

- Will calculate the percentage of Title IV aid earned as follows: the number of calendar days completed divided by the total number of calendar days in the quarter in which the student withdrew. The total number of calendar days in a quarter shall exclude any scheduled breaks of more than 5 days.

Days Attended ÷ Days in Enrollment Period = Percentage Completed

- If the calculated percentage completed exceeds 60%, then the student has earned all the Title IV aid for the enrollment period.
- Community Christian College will calculate the amount of Title IV aid earned as follows: The percentage of Title IV aid earned multiplied by the total amount of Title IV aid disbursed or that could have been disbursed for the term in which the student withdrew.

Total Aid Disbursed × Percentage Completed = Earned Aid

Post-Withdrawal Disbursement

If the FSA funds earned is greater than the amount of FSA funds disbursed to the student or on behalf of the student, the FSA funds that could have been disbursed will be treated as post withdrawal disbursement (PWD). As long as the conditions for a late disbursement are met prior to the date the student withdrew, any undisbursed FSA funds will be counted as FSA funds that could have been disbursed.

If a PWD is due, the College will make a late disbursement of grant funds within 45 days of the date the College determined that the student withdrew. The disbursement of the loan funds will be offered to the student within 30 days of the date the College determined that the student withdrew and will make a late disbursement to the student no later than 180 days after the date the College determined that the student withdrew.

Inadvertent Overpayments

An inadvertent overpayment occurs when the College disburses funds to a student after the student's last date of attendance but prior to the date the College determined the student withdrew. These inadvertent overpayments are included in the R2T4 calculation as FSA funds that could have been disbursed.

Students who meet the required conditions for late disbursements are entitled to keep the FSA funds disbursed. If an inadvertent overpayment could be made as a late disbursement, the College will return the unearned portion within 45 days of the date the College determined the student withdrew. If an inadvertent overpayment could not be made as late disbursement, the College will return the entire amount of the FSA funds disbursed to the appropriate programs within 45 days of the date the College determined the student withdrew.

FSA Credit Balance When a Student Withdraws

When a student withdraws, the College is required to perform a return calculation to determine, among other things, whether adjustments to the credit balance will occur. The College will not release the FSA credit balance created during the period to the student nor returned to the FSA programs prior to performing the return calculation. To determine the final amount of any FSA credit balance, the College will hold these funds beyond the original 14-day credit balance payment requirement.

The College will perform the return calculation including the FSA credit balance for the period as "disbursed funds" and will allocate any FSA credit balance resulting from both the return

calculation and applicable institutional refund policy within 14 days from the date the College performs the return calculation as follows:

- Allocate first to repay any grant overpayment owed by the student as a result of the withdrawal;
- Pay any remaining FSA credit balance funds in one or both of the following ways:
 - (1) Pay authorized charges at Community Christian College
 - (2) Release to the student

If the College attempts to disburse the credit balance and the check is returned or an ACH deposit is rejected, the College may make additional attempts no later than 45 days after the funds were returned or rejected. However, the College will cease all attempts and return the funds to the programs no later than 240 days after the initial issue date of the check. The College will not pay a credit balance that is less than \$1.

Return of Unearned FSA Funds

In the Return Calculation, the College will return the lesser of the amount of FSA funds the student does not earn or the amount of institutional charges incurred by the student for the payment period or term multiplied by the percentage of unearned funds. The College's institutional charges include tuition and fees initially assessed for the entire payment period or term prior to the student's withdrawal. Initial charges may only be adjusted by changes the College made prior to the student's withdrawal.

Student's Responsibility for Returning Unearned Aid

The amount of FSA funds the student is responsible for returning is calculated by subtracting the amount returned by the College from the total amount of unearned FSA funds to be returned to the programs.

Any amount of unearned federal grant funds that the student must return is called an overpayment. The amount of an FSA grant overpayment due from a student is limited to the amount in excess of 50% of the total FSA grant disbursed and could have been disbursed. The student does not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. The student must make arrangements with the College or the U.S. Department of Education to return the unearned federal grant funds.

Time Frame and Order of Return of FSA Funds

The College will return the FSA funds to the programs up to the net amount disbursed in the following order:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)

The College will return the required unearned FSA funds as soon as possible but no later than 45 days after the date the College determined the student withdrew.

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 which 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.**

Counseling Services

The College provides confidential personal counseling for issues of adjustment, relationships and personality development as students seek out the counsel of faculty and staff. 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 over 12,000 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.

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 has its own site-specific CSI, although 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.

Student Placement Services

Community Christian College does not provide placement services.

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, if requested. Each room also has posted emergency procedures.

Student Housing

The College provides neither housing assistance nor dormitory facilities under its control. The average rental cost in the local area is \$900-\$1200 per month.

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.

Course Load

The course load for full-time students ranges from 13.5 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 of Academics.

Times Classes Are Held

Most classes are conducted from 6:00 to 10:00 p.m. Monday through Thursday evenings. Some classes may meet two hours twice a week day or night. Saturday morning classes meet from 8:00 a.m. to 12:00 noon. All classes are based upon an average of 50 minutes per hour of the class session.

Full-time Student

A full-time student is defined as a student who has a minimum of 13.5 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. The academic year consists of 36 weeks divided into three terms (quarters), each consisting of twelve weeks. 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. To progress from freshman to sophomore standing, 45 units must be completed.

For the specific dates of important events in the college program, see the *Calendar* (on page 70) in this catalog.

Faculty and Student Access to Equipment and Materials

The following equipment and material items will be provided:

- Classrooms which 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 59-60) 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 of Academics 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 Vice-President of Academics 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 Vice-President of Academics 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 Vice-President of Academics 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 of Academics. 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 of Academics. 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 Vice-President of Academics 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 of Academics 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 of Academics 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. 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 of Academics after a personal interview with the student requesting the online course(s).
2. A student who fails an online class may not take another online class, until approved to do so.

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

In compliance with federal regulations, Community Christian College has established and applies the standards of Satisfactory Academic Progress (SAP) for financial aid eligibility. The purpose of measuring and enforcing these standards is to ensure financial aid recipients' progress towards graduation. Students who fail to meet the SAP requirements become ineligible to receive financial aid until they are in compliance with these requirements.

To be eligible for financial aid, a student must be in good academic standing, making satisfactory progress toward the completion of the A.A. degree within a maximum time frame. All students are evaluated after each quarter to insure the minimum standards are met. Students failing to meet the minimum standards will progress through the aid statuses defined as follows:

Financial Aid Warning: status assigned to a student who fails to make Satisfactory Academic Progress which is checked at the end of each quarter. The student is notified by email and in writing that he/she has "financial aid warning status" and if SAP is not reached by the end of the following quarter, the student will be placed on financial aid suspension. The student may continue to receive Title IV aid for one payment period. No appeal is necessary. Note: It is possible for a student to receive more than one warning period during the student's academic career, just not consecutively.

Financial Aid Suspension: status assigned to a student who fails to make Satisfactory Academic Progress two quarters in succession. The student is no longer eligible to receive financial aid. The student will be notified by email and in writing of this status. The student has the right to appeal the suspension. Aid is terminated until the student has submitted a written appeal.

Financial Aid Probation: status assigned to a student who received a Financial Aid Suspension but successfully appealed the suspension and regains financial aid eligibility for an additional term. Students must complete their probationary term successfully or they will be placed on financial aid suspension and subsequent aid will be terminated.

Withdrawals

Withdrawal from the quarter after the last day to drop during a semester counts as a quarter attended when determining overall maximum unit completion and minimum unit completion, unless the student does not attend any classes for the given quarter and receives a 100% refund of all fees. Cancellation of registration on or before the first day of classes does not count as a quarter attended when determining maximum unit completion and minimum unit completion.

MEASURES OF PROGRESS

Qualitative Measure: Students must maintain a minimum cumulative grade-point average (GPA) of 2.0. GPA's are reviewed at the end of each quarter. Students failing to achieve a minimum 2.0 GPA are given a Financial Aid Suspension status. The student is eligible to appeal the suspension. If the appeal is approved, the student must continue to earn a minimum 2.0 term GPA to continue making satisfactory progress toward a cumulative 2.0 GPA. The 2.0 term GPA is the minimum standard measurement for continuing progress. The student will need to earn higher than 2.0 term GPA(s) to correct deficiency.

Students on Financial Aid Probation failing to earn the minimum 2.0 term GPA will be returned to a Financial Aid Suspension status. The student will not be eligible to receive financial aid until the cumulative GPA is raised to a 2.0.

Quantitative Measure: Students must successfully complete a minimum of 67 percent of units in which they enroll. Unit completion is reviewed at the end of each quarter term.

F, Withdrawal, Satisfactory Progress, and Incomplete grades do not demonstrate satisfactory course completion. Challenge exams and audited courses are not considered. Transfer credit that has been officially accepted to complete program requirements will demonstrate satisfactory course completion for quantitative measure (unit requirement) of Satisfactory Academic Progress, but will not figure into the 2.0 GPA qualitative measure requirement of Satisfactory Academic Progress.

Students initially failing to complete 67 percent of their enrolled cumulative units will be given a Financial Suspension. The student is eligible to appeal the suspension. If the appeal is approved, the student is placed on Financial Aid Probation and must continue making satisfactory progress in each subsequent term according to a specific plan of action determined for the student to reach the minimum qualitative requirement of 6-7 percent.

The student must complete all units attempted within the subsequent term with a minimum GPA of 2.0. Students on Financial Aid Probation failing to achieve prescribed unit requirement plan in a subsequent term will be given a Financial Aid Suspension. The student will not be eligible to receive financial aid until the successful completion of 67 percent of enrolled unit requirement is achieved.

Maximum Time Frame Measure: Students are expected to complete their degree within a reasonable time frame. The program of study must be no longer than 150 percent of the published length of the educational program. The measurement begins from the date of the initial enrollment in the student's program.

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 of Academics or any officer or faculty member whom the Vice-President of Academics 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 of Academics 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 of Academics 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
WP			Official withdrawal, passing, after midpoint of instruction
WF			Official withdrawal, failing, after midpoint of instruction
CR			Credit (Grade of C or higher)
NC			No Credit (Grade of C- or lower)
AUD			Audit

Grade Release Policy

Instructors' grades are due into 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 of Academics 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 Liberal Arts, an A.S. degree in Business Administration, or an A.A. degree in Bible and Theology 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 a prescribed program of courses is necessary for each associate-level degree, each course studied is deemed

beneficial for the education of each student. The maximum amount of credits that will be awarded towards experiential learning is twelve, although 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 of Academics 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 of Academics 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 of Academics 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 Vice-President of Academics 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, the A.S. in Business

Administration, or the A.A. in Bible and Theology. 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 office of the Vice-President of Academics. 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 "Institutional Financial Aid Refund Policy" and "Return of Title IV Financial Aid (R2T4) 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 Vice-President of Academics. 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, FSEOG, 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 five 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 of Academics 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 transferability of credits you earn 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 you earn in the Liberal Arts, Business Administration, or Bible and Theology programs at Community Christian College is also at the complete discretion of the institution to which you may

seek to transfer. If the credits, degree or diploma that you earn at this institution are not accepted at the institution to which you may seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Community Christian College to determine if your credits, degree, or diploma will transfer.”

The Associate of Arts in Liberal Arts, the A.S. in Business Administration degree, and the A.A. in Bible and Theology programs are 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 associate-level degree provides for students the greatest possible flexibility for efficient transfer of credits to four-year colleges and universities.

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 records are maintained for five years. Transcripts are maintained indefinitely.

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 of Academics 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.

Programs

Community Christian College, incorporated under the laws of the State of California and operating under the authority of the Bureau for Private Postsecondary Education (now the BPPE), confers the Associate degree upon those candidates who have satisfied the following course requirements by earning a total of 94.5 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 18 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.

Why is a Christian 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.

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. 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.

This program consists of 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 94.5 quarter credits.

Program Learning Outcomes:

1. Students learn to communicate effectively when they: (1) read, retain, and apply published ideas, (2) write clearly and accurately in a variety of contexts and formats, (3) speak clearly and coherently in both formal and informal settings, and (4) employ the vocabulary of the subject being studied.
2. Students develop information competency skills, when they: (1) find and interpret information from text, tables, graphs, maps, and media, (2) evaluate authority, veracity, and bias of information, (3) utilize technology to organize and present information effectively, (4) demonstrate a working knowledge of basic computer functions, software applications, and problem solving, and (5) successfully complete a well-rounded liberal arts education.
3. Students develop critical thinking skills when they: (1) evaluate strengths, weaknesses and fallacies of logic in arguments and information, (2) compare, contrast, and/or apply biblical principles and concepts in a diversity of fields, (3) locate, evaluate and select appropriate evidence to support or discredit an argument or position, (4) construct a persuasive argument that is based on sound reasoning and evidence, (5) apply lessons from the past or learned knowledge and skills to new and varied situations, (6) apply the principles of scientific and/or quantitative reasoning to solve problems, and (7) devise and defend a logical hypothesis to explain observed phenomena.
4. Students demonstrated Christian character when they: (1) reflect the life of Christ in their attitudes and actions, (2) exhibit biblical discernment and discretion in decision-making, (3) display respect and honor to all people because they are made in the image of God, (4) model godly family behavior as mothers/fathers, sons/daughters, sisters/brothers, (5) commit themselves to the work of Christ in the world through involvement in a local church, and (6) actively participate in civic, political or social responsibilities in their community.
5. Students learn creative expression and self-awareness when they: (1) recognize their own strengths and weaknesses and adapt appropriate, (2) recognize their own biases and values, (3) recognize their learning style and make adjustments as necessary to improve their ability to receive and process information, (4) demonstrate the ability to give and receive constructive feedback, (5) develop time-management skills, and (6) develop stress management skills and/or other skills to maintain health and wellness, (7) set goals and develop strategies for educational, personal and professional development, (8) set goals and develop strategies to create balance in their personal and professional lives, (9) evaluate diverse artistic works in varied media, and (10) demonstrate creativity in an academic, artistic, or technical field.
6. Students learn effective social interaction and cultural diversity skills when they: (1) demonstrate respect and appropriate social acumen both in face-to-face and written interactions and communications, (2) work effectively as a leader and/or participant in small group settings, (3) apply biblical principles for conflict resolution, (4) demonstrate knowledge of and appropriate respect for people, created in the image of God, who do not share the same race, gender, religion, age, moral values, linguistic background, or physical or intellectual abilities, and (5) demonstrate knowledge of and appreciation for the impact of the Christian faith in history and culture.

Requirements:

Art 101: Introduction to Visual and Performing Arts (4.5)
Biology 201: Introduction to Biology I (4.5)
Biology 201L: Biology Laboratory I (1.5)
College Forum 101: College Thinking and Learning I (4.5)
College Forum 201: Self-Discovery and Life Planning (1.5)
Communications 105: Intercultural Communication (4.5)
Communications 210: Elements of Public Speaking (4.5)
Computer Information Science 101: Introduction to Computer Information Systems (4.5)
English 101: Freshman Composition: Expository Writing (4.5)
Health Science 101: Introduction to Health Science (4.5)
Mathematics 101: Introduction to College Algebra (4.5)

Physical Education 101: Physical Education for Life (1.5)
Political Science 205: Introduction to U.S. Government (4.5)
Psychology 101: Introduction to Psychology (4.5) [in class/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)
Sociology 201: Introduction to Sociology (4.5) [in class/online]

The Associate of Arts Degree with an Emphasis in Business Administration

This program prepares individuals to understand and apply business principles in diverse career settings and to gain a perspective on how contemporary business operates. Students will grasp an understanding of the buying, selling and productions of goods and services; general management, leadership and motivation strategies, basic and managerial economic, accounting, communication, and biblical principles of Business. Students will be given the knowledge and skill necessary to understand the biblical, and changing global and domestic business environment and prepare students for success in their professional careers. Students will be given the tools needed to have a competitive advantage in today's business environment and the motivation to pursue their dream of being a business owner. CCC offers an Associates in Business Administration for transfer or as an AS degree. This program will lay a solid academic foundation for those who desire to pursue a Bachelor's degree in any field of Business from a four-year university, at only a fraction of the cost.

Program Learning Objectives:

Upon completion of this program of study, students will be able to:

1. Present and discuss the fundamental, biblical and contemporary business theories, concepts and practices.
2. Evaluate the economic, legal and ethical issues impacting businesses today and the implications they have on decision making.
3. Explain, evaluate and apply basic accounting, economic and marketing principles.
4. Address and evaluate the complex social, managerial and leadership issues in business today using effective oral and written communication.
5. Identify, analyze and solve business problems using critical evaluation skills
6. The motivation to pursue a business career or entrepreneurship.
7. Develop critical thinking skills required for a transfer in business administration, international business, accounting, economics, management, human resources or entrepreneurship.

Requirements:

Accounting 201: Financial Accounting Principles (4.5)
Biology 201: Introduction to Biology I (4.5)
Biology 201L: Biology Laboratory I (1.5)
Business 101: Introduction to Business (4.5)
Business 110: Business Economics (4.5)
Business 120: Business Law and Ethics (4.5)
Business 125: Business Communications (4.5)
College Forum 101: College Thinking and Learning I (4.5)
College Forum 201: Self-Discovery and Life Planning (1.5)
Computer Information Science 101: Introduction to Computer Information Systems (4.5)
English 101: Freshman Composition: Expository Writing (4.5)
Mathematics 201: Business Statistics (4.5)
Philosophy 201: Introduction to Philosophy (4.5)
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)

Business Electives:

- Business 140: Marketing Principles (4.5)
Business 150: Business Management Principles (4.5)
Business 160: Global Strategies (International Business) (4.5)
Business 170: Human Resources Management (4.5)
Business 180: Entrepreneurship (4.5)
Business 190: Business as a Mission (Business & Ministry) (4.5)

The Associate of Arts Degree with an Emphasis in Bible and Theology

The Associate of Arts degree program in Bible and Theology is designed to integrate an introductory level of Bible and Theology courses with a wide span of liberal arts courses for a comprehensive approach in preparing students for higher education and/or ministry in a variety of contexts. Students will be introduced to the rigor of academic discipline, will immerse themselves in the studies of arts and sciences from a Christian perspective, will more narrowly focus on biblical and theological studies, and will apply their knowledge to life and ministry. In addition to the liberal arts courses offered at Community Christian College, students will survey the Old and New Testaments of the Bible, engage in methods of interpreting the Bible, assimilate the branches of systematic theology, apply biblical principles to counseling situations, practice methods of defending the faith, hone skills in preaching, and appreciate the history of the church.

Program Learning Outcomes:

Bible and Theology Students will:

1. Become familiar and gain core competencies in liberal arts education;
2. Appreciate and mature in the rich heritage of Christian intellectual traditions;
3. Construct their convictions about thinking biblically and Christianly about all areas of life;
4. Define and employ biblical and theological jargon in appropriate contexts;
5. Proactively construct cases of reasonable and persuasive arguments in evangelistic, apologetic and missional contexts based upon sound biblical exegesis;
6. Evaluate and dismantle arguments that are contrary to historical and biblical orthodoxy and Christian worldview; and
7. Develop in their Christian character for personal growth and for meeting biblical qualifications for the ministry.

Requirements:

- Biology 201: Introduction to Biology I (4.5)
Biology 201L: Biology Laboratory I (1.5)
College Forum 101: College Thinking and Learning I (4.5)
College Forum 201: Self-Discovery and Life Planning (1.5)
Computer Information Science 101: Introduction to Computer Information Systems (4.5)
Mathematics 101: Introduction to College Algebra (4.5)
Philosophy 201: Introduction to Philosophy (4.5)
Psychology 102: Introduction to Psychology and Biblical Counseling (4.5)
Political Science 205: Introduction to U.S. Government (4.5)
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 201: Introduction to Systematic Theology (4.5)
Religious Studies 205: Introduction to Apologetics (4.5)
Religious Studies 210: Introduction to Christian Thought and Contemporary Issues (4.5)
Religious Studies 215 (Communications 211): Homiletics (4.5)
Religious Studies 217: Methods of Biblical Interpretation (4.5)
Religious Studies 223: Foundations of Christian Missions (4.5)
Sociology 201: Introduction to Sociology (4.5) [in class/online]

Certificate in Early Childhood Education

The primary mission of the Early Childhood Education Program is to instruct students to such competency levels that they are qualified for initial employment and career advancement in the field of preschool education. This program is designed to promote high ethical and education standards.

Program Learning Outcomes:

1. Provide basic skill to teach preschool children
2. Establish an awareness of Title 22 regulations regarding child care centers and the availability of resources
3. Perform all tasks associated with the operation of a child care center in a safe and effective manner
4. Fulfill the role of child supervision in a professional manner
5. Relate to other workers, parents, and volunteers appropriately and professionally
6. Perform duties related to nutrition, housekeeping, health, and safety
7. Devise plans and implement procedures to accommodate play, rest, eating, toileting, and individual attention throughout the preschool day.

Requirements:

ECE 101: Child Development (4.5)
ECE 102: Introduction to ECE Curricula (4.5)
ECE 103: The Home, School and Community (4.5)
ECE 104: Hands-on Curricula and Environments (4.5)
ECE 105: Infant and Toddler Development (4.5)

Select one of the following electives:

ECE 106: Child Care Center Supervision and Administration (4.5)
ECE 107: Child Care Provider Practicum (4.5)

Additional Electives:

Biological and Physical Sciences

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]

Humanities and Fine Arts

Communications 101: Communication Concepts (4.5) [online]
Communications 215 (Religious Studies 211): Homiletics (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 220: Introduction to Christian Literature (4.5)
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 110: Introduction to Church History (4.5)
History 210: Survey of American History (4.5)
Philosophy 210: Ethical Decisions in the Workplace (4.5) [online]
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)
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 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]
Psychology 102: Introduction to Psychology and Biblical Counseling (4.5)
Sociology 201: Introduction to Sociology (4.5) [in class/online]

How may a Christian 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 degree programs in Liberal Arts, Business Administration, and Bible and Theology have 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-focused education. Furthermore, the programs are 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.

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 associate degree can be achieved in two years if the *Typical Schedule* for the specific program is followed.



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 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 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.

Physics 101: Introduction to Physics (4.5)**Physics 101L: Physics Laboratory (1.5)**

This is a survey course for non-majors covering the basic concepts of physics and the physical world. The important philosophical and technical implications of classical and modern physics are treated. Emphasis will also be placed on the role of chemical principles as applied to nuclear, radiochemistry, agriculture, and food, drugs, pollution and other topics of current interest. A materials fee will be applied.

Students will learn to appreciate the unique way in which physics describes the world, to understand many of the foundational principles of physics, identify and solve selected physics problems, and to acquire an appreciation for the nature of the world with its atomic and molecular structures and reactions.

Business and Information Technology**Accounting 201: Financial Accounting Principles (4.5)**

Fundamentals of recording, analyzing, and communicating financial information, including income determination, assets and liability relationships and preparation of financial statements. This is an introduction to accounting principles and practice, as a manual and/or computerized information system that provides and interprets economic data for economic units within a global society. The course includes recording, analyzing, and summarizing procedures used in preparing financial statements.

Students will be able to: (1) recognize, define, and analyze financial statements, (2) identify and apply the role of ethics in accounting, and (3) demonstrate obtained knowledge of the accounting cycle and financial statements through analysis, preparation, and interpretation of accounting data.

Accounting 210: Managerial Accounting & Decision Making (4.5)

Conceptual and technical analysis of accounting information used by managers as they carry out their planning, controlling, and decision-making responsibilities. The emphasis is on interpretation and uses of financial data for decision-making, including cost analysis, budgeting, and control. The course covers study of the statement of cash flows and long-term debt, just-in-time systems, activity-based costing and the impact of automation on capital budgeting decisions. **Prerequisites:** Completion of ACCT 201

Students will identify and interpret relevant accounting data used internally by managers in directing the affairs of business and non-business organizations. They will apply analytical managerial skills to a wide variety of organizational problems encountered in today's business environment, and review and evaluate the new managerial accounting concepts that are reshaping traditional costing systems and procedures. They will utilize the computer (primarily spreadsheet applications) in the analysis of more complex cost planning and control situation. They will gain understanding of how to resolve ethical business and accounting problems that require an understanding of biblical principles.

Business 101: Introduction to Business (4.5)

An overview of the scope, function organization and challenges of contemporary business: the fundamentals, concepts, principles and current practices in the major areas of business activity, (Marketing, Finance, Accounting, Human Resources, Entrepreneurship, Logistics, Manufacturing, etc.) with an integrated Biblical and global perspective.

Students will learn: (1) to identify, define and explain the major functions of business organizations, and how it operates in our society, including: diverse and global environments, business ownership, management and leadership, financial resources, human resources and

marketing, (2) to analyze and evaluate business principles, challenges, and opportunities as related to specialized areas which may include: Global market; Competition; Technology; Marketing; Management; and Entrepreneurship, and (3) to describe and critique introductory business characteristics, theories and concepts. And to discover greater social and spiritual purposes for business beyond only profitability.

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 110: Business Economics (4.5)

An Introductory study to both macro and micro-economics, that applies economic theory and methodology to business problems. Focusing on decision making by individual firms and consumers, students will learn about the allocation of scarce resources, supply and demand basics, and optimal output determination. The course provides study of the national and global economy, the impact of economic aggregates and government action. The goal of this course is to develop the skills necessary to make optimal managerial decisions given different situations, environments, and information sets by applying economic theory.

Students are introduced to the fundamentals of micro and macro-economic theory and practice as they are applied to business in a managerial context. It will provide the student with the basic analytical skills, insights and managerial decision-making tools required for sound business decisions, and explain the forces that shape the external environment of the firm such as aggregate demand, economic cycles, inflation, interest rates, exchange rates, and the role that demand management policies play in the economy and their impact on the firm's operations.

Business 120: Business Law & Ethics (4.5)

An introduction to statutory and common law developments impacting commercial transactions. This course focuses on the organization and operation of the American legal system, legal rules and ethical constraints that impact business, and the practical application of these rules and constraints to real-world situations. Emphasis is placed on analytical problem solving and ethical decision making. The course covers the social and practical basis of the law, and the legal and ethical environment of business, contracts, agency employment and sales.

Prerequisite for this course: Completion of or Concurrent enrolment in BUS 101

Students will gain an enhanced understanding of legal rules and ethical constraints, and improve analytical problem solving and ethical decision-making skills. They will learn to analyze and explain the nature and various sources of law, legal issues, and legal theories and their interaction in day-to-day business operations; analyze torts, criminal, contract law principles, the Uniform Commercial Code and crimes as they relate to business and their application within the legal system. Students will be able to Interpret and apply ethical business standards of the legal profession and processes for recognizing and addressing ethical dilemmas as they relate to business decisions and transactions. And to develop a bible-based business ethic with a greater understanding of the relationship between biblical principles or morality and business law.

Business 125: Business Communications (4.5)

Applies the principles of ethical and effective communication to the creation of letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing and revising business documents using word processing software for written documents and presentation graphics software to create and deliver professional-level oral reports. The course is designed for students who have college-level writing skills. **Prerequisite for this course:** Completion of English 101

Students will learn to explain the elements of the communication process and the proper delivery formats. They will identify the strengths of each modality and solve business communication problems through planning, problem solving, organizing, writing, editing, and listening. They will apply sensitivity to audience needs and desire, including cross-cultural and international situations; plan, organize, write, edit and revise letters, memos, emails, and reports for conciseness and clarity suitable for a variety of business situations. They will plan and deliver individual or team oral presentations for business meetings, and understand the uses of social media and related Internet writing contexts. They will demonstrate how social etiquette is applicable to a business environment, and be able to discern and appreciate the differences between primary and secondary sources, analyze how word selection and usage affects communication, and be able to identify a basic logical fallacy in an oral or written context. They will gain an understanding of the importance of original work, and demonstrate the role of proper citations and references, and the ability to avoid plagiarism of either a deliberate or inadvertent nature.

Business 140: Marketing Principles (4.5)

This course gives an overview of the field of marketing and its interactions with other aspects of business. This includes consumer and industrial buying behavior, target marketing, segmentation, positioning and differentiation. In addition, it covers marketing research; product, distribution, promotion and pricing decisions; industrial, services, and international marketing. There is an emphasis on developing and analyzing effective marketing strategies including market identification and segmentation, product/service development and pricing considerations.

Students will learn how to develop an effective marketing strategy, communicate product benefits in a convincing and motivating way, develop appropriate pricing and distribution strategies, create long-lasting and mutually beneficial marketing relationships, and apply the concepts in the course content to real world marketing situations to analyze and explain the strategies chosen by professional marketers.

Business 150: Business Management Principles (4.5)

Traditional perspectives on management and principles related to knowledge management in the workplace will be covered. Understanding the unique demands that service/information economy places on today's organizational managers is also important. The course includes principles of teamwork, collaboration and participation essential to navigate today's complex business environment. The focus is gaining a knowledge of contemporary management skills through developing and understanding coaching, service and influence, in contrast with controlling leadership techniques of the past.

Students will learn to understand the key management functions of planning, leading, organizing and controlling. They will also: (1) understand external forces impacting the exercise of these functions, (2) understand individual characteristics and behavior within the organizational context, (3) develop principles of teamwork, collaboration and participation in management, (4) develop oral and written communication skills, and (5) experience organizational dynamics within group discussion.

Business 160: Global Strategies (International Business) (4.5)

This course presents an overview of international business and introduces the student to the various dimensions of the world economy and the characteristics of foreign countries that are important for economic activity. It covers examination of the developments with international markets, foreign trade financial markets, and the effects on business enterprises. Drawing from the fields of strategic management and international business, the course aims to give a better understanding on formulating and implementing competitive strategies and corporate policy. Strategic thinking and ethical reasoning is also covered.

Students will use critical thinking and problem solving for global strategies. They must incorporate ethical reasoning in global strategy formulation, implementation and evaluation. They will develop communication skills for competitive global management, demonstrate the ability to use information technology to support strategic thinking, and gain general and specific global management skills.

Business 170: Human Resources Management (4.5)

This course gives an overview of the field of human resource management. It examines the manager's responsibility for implementing human resource applications involving the selection, training, evaluation, motivation, and promotion of personnel. It also compares and contrasts alternatives leading to the innovative and socially responsible solutions to current employee relations issues with the workplace.

Students will identify and analyze human relations and the manager's responsibility in human resource management, will assess techniques used to implement human resources policy, compare and contrast methods of performance evaluation and their use in promotion, transfer, and training employees. The students will also analyze the application of human resources management, examine research and the effects of techniques as related to both employee and employers. In addition, they will analyze various human resource laws and policies required for professional in the field, utilize the various employee performance, hiring, evaluation, discipline, benefits, pay models and services, as well as analyze the role the unions play in the workplace and the role of human resources in dealing with unions.

Business 180: Entrepreneurship (4.5)

The primary aim of the course is to identify and evaluate opportunities for start-up and existing small business, investigate concepts, tools and practices associated with identifying or creating new venture opportunities, and explore ways to shape and evaluate the viability of these opportunities by understanding key industry factors, market, competitive factors, and customer needs.

Students will identify, obtain, and integrate knowledge about entrepreneurship and the skills relevant to opening or managing a small business. They will conduct research and analyze potential markets by applying analytical decision-making skills to identify, structure and solve entrepreneurial risk. They will also attain and demonstrate an understanding of the entrepreneurial process – from idea generation to the commercialization and implementation of the new business venture.

Business 190: Business as a Mission (Business & Ministry) (4.5)

This course is an examination of the emerging role of business in missions. The general themes covered include: the theology of business as mission; practice issues related to using business as a vehicle for cross-cultural missions, and specific for-profit business models and case studies of companies doing it. By the end of the course the student will have a better understanding of the opportunities and challenges associated with integrating business and missions.

Students will establish the validity of for-profit business as a vehicle for Christian missions. They will use entrepreneurial and innovative business principles to organize, create, and manage a venture to create social change and solve social problems and create sustainable, effective organizations. They will develop a local, national or global program that promotes literacy, economic development, housing, medical services, and counseling, as well as ministries that address spiritual needs. They will explore and understand the differing cultures and agendas that often characterize the business and missionary communities, and explore and understand the missiological and practical issues involved in Business as Mission.

Business 298: Teams and the Work Process (4.5)

This course covers the organization of work in the implementation of the strategic plan with work analyzed for how human efforts in teams and other small groups of various compositions and other structures can effectively bring that work to a quality level of completion as defined by the end-user.

Students will learn to explain the nature of work and the ways in which it can be organized and completed. They will learn to describe the bureaucratic model, how it evolved and its usefulness and articulate the relationship between strategic planning and how human efforts in teams of various compositions can effectively implement strategies for the completion of prioritized goals in a strategic plan. They will recount the dynamic relationship between work by teams and the pursuit of quality, describe the psychological dynamics of people working in teams and how it affects other aspects of human life, and state the impacts upon organizations when work is done by teams. They will explain the relationship between reengineering and work done by teams by being and to describe the comparison between work teams and the use of small groups in not-for-profit organizations. They will be able to summarize the basics of small group communication, explain the role of leadership in teams and other small groups and demonstrate how to effectively participate in teams and other small groups. They will be able to describe the role and performance of verbal and non-verbal communication in groups, express how to deal with conflict, cohesion and decision making in teams and other small groups, and explain how to build trust and cooperation in teams and groups.

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.

Students will be able to demonstrate a knowledge of what the field of management and supervision includes and how principles can guide the actions of managers and supervisors. They will understand how Christian faith is integrated into the practice of effective management through knowledge and application of the Bible to managing activities, the need for planning organizations and how each manager or supervisor can implement planning, and the various ways in which organizations can be structured to implement their mission statement. They will: (1) gain an understanding of the alternatives of staffing in organizations and how relationships with individuals are essential to organizational success, (2) appreciate the need for leadership at all levels in organizations and how each manager or supervisor has a leadership opportunity, and (3) understand the need for control and evaluation in organizations to insure the mission is implemented and how organizational culture is created and how it affects the functions of organizations. They will also be exposed to the global nature of organizations and the implications for management.

Computer Information Science 101: Introduction to Computer Information Systems (4.5)

Introduction to information technology concepts and skills, with a survey of current computer hardware and software, their use in business organizations, and attending ethical issues. The course gives an introduction to popular software applications (word processing, spreadsheets, and presentation graphics). There is a focus on information systems, database management systems, networking, e-commerce and cyber security. One-third of the instruction is in a computer lab environment.

Students will be able to identify the fundamental computer concepts and terminology used for input, processing, output, and storage of information systems. They will be able to: (1) describe existing and emerging technologies and their impact on organizations and society, (2) solve common business problems using appropriate Information Technology applications and systems, such as word processors, spreadsheets, databases, presentation graphics, and the Internet, and (3) demonstrate an understanding of the development and use of information systems in business, demonstrate the principles of internet research, gaining an understanding of the principles of computer security, ethics and privacy.

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.

Colloquia 101, 102, 103, 201, 202, 203 (1.5 each): Intercultural Colloquia

The Colloquia is designed to be a required course for all students to be exposed to a wide range of speakers with expertise or academic scholarship on various topics including ministry, controversial issues, current events, and worldview topics. The method of delivery will include a presentation followed by a question and answer time.

Students will become acquainted with different speaking styles, lectures, debates, and panels encouraging openness to viewpoints, research, and critical thinking. Students will conduct pre-lecture investigation on the speaker and topic, exercise listening and processing skills, then submit a written evaluation/critique of the strengths and weaknesses of each speaker and the lecture topic.

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).

Economics 201: Introduction to Economics (4.5)

A survey of the way resources are allocated, including basic schools of economic thought, major economic problems of the United States and the world, and basic economic principles and laws.

Students will learn how to apply information regarding products, services, trade, competition, price elasticity, exchange rates, supply and demand, inflation, fiscal policy, currency, banking, budgets, debt and deficits, cost analysis, employment, wages, interest, profit and loss, monopoly, industrial organization, antitrust policy and governmental roles in economics.

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 220: Introduction to Christian Literature (4.5)

Introduction to Christian Literature introduces and acquaints the student with classical literature through reading, discussion and analysis of masterpieces from a variety of classical Christian authors. Students may survey literature from around the world from the earliest writings to the modern era, learn to identify literary forms and the major schools of Christian thought, and develop critical skills in reading, thinking, writing, and responding to the representative theologies.

Students will identify the literary and historical backgrounds of various Christian literary works; trace the development of theology throughout history in its respective cultural context; distinguish literary styles, themes and motifs from different eras and traditions of church history; develop critical skills in reading, thinking and writing about literature and the ideas represented; recognize the continuing influence and importance of literature in modern life; analyze the theories and theologies of predominant classical figures in literary composition; and apply the basic tools necessary for clearer interpretation to selected Christian literary pieces in order appropriate the literature in contemporary contexts.

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 110: Introduction to Church History (4.5)

The course provides a survey of the major epochs in Church History from the Patristic period to the medieval period to the 21st Century, including consideration of the political, economic, social, and intellectual developments that are influential in the life of the Church.

Students will differentiate the basic periods of Church History; examine significant ideas, themes, trends, social/political conditions and historical persons and events; and assess and appreciate the sweep of socio-political and cultural developments over these periods and the way in which ecclesiastical and secular 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 201: Introduction to Systematic Theology

This course introduces and acquaints the student with theology and historic orthodox Christian doctrine. As the Church expands wider, sadly she has neglected to teach biblical doctrines have been held so critically important throughout her history. We will study these doctrines that we may recover the fundamental beliefs of our faith, understanding that growing requires knowledge. We hold to the conviction that theology and doctrines are not just for the theologian but that such knowledge rightly belongs to the entire church.

Students will define and explore the major categories of systematic theology; describe the threats of heresy and the battle for orthodoxy; identify the particularities of certain doctrines within major camps of theology; distinguish characteristics of various interpretations of doctrines; and assemble biblically faithful doctrines of the historic orthodox Christian faith.

Religious Studies 205: Introduction to Apologetics (4.5)

This course introduces the student to the science and art of defending the Christian faith. The course will survey the various schools of apologetics and assess them in their strengths and weaknesses. The various and commonly used arguments against Christianity will be dissected and exposed in their weaknesses, and the students will be trained to combat them according to sound orthodox and historical doctrines.

Students will compare and contrast the various schools of apologetics, assess the strengths and weaknesses of each school of thought, gather the various and common arguments against Christianity, expose the weaknesses of alternate views of world and life apart of Christ, and assemble biblically faithful, winsome, and logical arguments that will defend the historic orthodox Christian faith.

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 215 (Communications 215): Homiletics (4.5)

Homiletics introduces and acquaints the student with the skills and art of public delivery of religious speeches, including sermons, debates, and Bible studies. The student will learn the theories and techniques involved in preparing a speech as well as the strategies involved in delivering a speech. Attention will be given to such issues as: overcoming nervousness, utilizing research tools, adapting communication styles to fit situations appropriately, reading the listener, and acquiring contemporary technical skills. Emphasis is placed on the act of preparing and delivering speeches within a religious context or a Christian representation within a secular context.

Students will prepare (research, outline, organize) public presentations; deliver informative, persuasive, demonstration, impromptu, apologetic, and a variety of other specialized presentations; practice the techniques of apologetic debate; develop analytical and critical listening skills; become cognizant of audience and speaker characteristics that are influenced by our cultural and religious affiliations.

Religious Studies 217: Methods of Biblical Interpretation (4.5)

This course introduces and acquaints the student with the science and art of biblical interpretation. Students will learn cultural customs and historical data that latently lies behind the text and learn to weigh such information into the interpretation of the text as containing biblical principles and doctrines. The practice of interpreting text of a variety of genres will be central to the development of the students' learning.

Students will define and explore the major movements of the history of interpretation, describe the sound process of exegeting a text, identify the cultural and historic constraints of a given text, distinguish these constraints from universal truth of scriptural meaning, dissect texts to expose the A/authorial intent and meaning, and coalesce and appropriate the meaning of the text in the life of the original reader for the life of the contemporary reader.

Religious Studies 223: Foundations of Christian Missions (4.5)

The course is a study of communication, which is representative of different cultures, both within and outside the United States, including the influence of cultural background, perception, social organization, verbal and nonverbal expression, and religion. Consideration will be given to strategies for resolving intercultural communicative problems, as well as the development of intercultural communicative skills.

Students will describe the realities of communicating across cultural barriers both overseas and within the United States; identify the major components which make up barriers to intercultural communication; examine contemporary insights into the problems and solutions of intercultural communication; create a model for successful intercultural communication both culturally and globally; and appropriate these communications skills toward a successful model of domestic and international intercultural missions.

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).

Mathematics 201: Statistics (4.5)

An introduction to statistical reasoning and application of primary statistical techniques used in solving managerial problems. The course covers both descriptive and inferential statistics, frequency distributions, probability distributions, sampling distributions, and estimation. Students will learn how to summarize, analyze and interpret real-world data in a manner that will assist them in making business decisions. Students will also learn to think critically about how statistics is used by others and how it impacts their day to day lives and careers. The class is designed in such a way that students can approach this course without the anxiety often associated with statistics.

Students will demonstrate essential familiarity with the measurement of data and the vocabulary of probability and statistics, such as: frequency distribution, elementary probability theory including discrete and continuous probability distributions, estimation, hypothesis testing, and regression analysis. They will be able to apply the gained knowledge to the solution of practical problems in the business and economics areas through evaluation and selection of appropriate statistical techniques, and calculate and interpret measures of statistical inference and apply these measures to decision-making in a management context.

Social and Behavioral Sciences

ECE 101: Child Development (4.5)

A review of the basic concepts in the development and temperament differences of children. Included is a review of the intellectual, physical, social, and emotional development of preschoolers.

Students will understand the various stages in cognitive, emotional, and physical development and the various issues that may affect holistic learning.

ECE 102: Introduction to ECE Curricula (4.5)

An introduction to methods and developmentally appropriate practices to help facilitate the learning process. Topics include the basic rules of development theories and understanding behavior for more effective discipline.

Students will learn observation, recording, and guidance techniques for developmentally appropriate practices and the role of the teacher in early childhood settings.

ECE 103: The Home, School and Community (4.5)

An examination of the roles and interactions of family members, local schools, and the community in general. Explored topics include various crises encountered by families, methods for building self-esteem and how temperament and personality affect behavior and relationships.

Students will learn how to identify and strengthen protective factors that empower families and reduce the risk of child abuse. Community resources will be identified and involved.

ECE 104: Hands-on Curricula and Environments (4.5)

Integrating creativity and learning while taking into account the various components that make up a child's environment while developing curricula. This includes creating a weekly a studies and activities schedule. Presented is the importance of play that includes an integration of art and music for preschoolers.

Students learn how to arrange indoor/outdoor space, and incorporate music and movement, dramatic play and creative media. They will learn how to locate, plan, implement and evaluate creative learning activities using a variety of methods and materials.

ECE 105: Infant and Toddler Development (4.5)

A review of the physical, cognitive, emotional, and social development stages in infants and toddlers and the role of the caregiver.

Students will learn the birth to 36 month growth patterns and the adult role in providing a safe and stimulating environment for the development of the very young child. Students will be able to identify and understand learning disabilities that manifest in the toddler stage.

ECE 106: Child Care Center Supervision and Administration (4.5)

An introduction to the leadership and management necessary to run an efficient and effective child care center. Topics include community care licensing, staff selection, and budget management.

Students learn all aspects of planning, administering, and evaluating child service programs at various administrative levels using tested and proven methods. They will learn the theoretical and practical leadership styles for impactful results.

ECE 107: Child Care Provider Practicum (4.5)

Planning, teaching and leading activities in a licensed child care setting. This class is completed at your licensed childcare center where employed. [Field Training Units]

Students will conduct an in-depth child study and learn how to interpret and assess their observations, as well as study and implement curriculum designed for the age-specified groups.

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.

Psychology 102: Introduction to Psychology and Biblical Counseling (4.5)

This course provides a survey of various fields within the discipline of modern psychology, including developmental, perception, motivation, physiology, socialization memory, personality, cognition, learning, emotion, and psychopathology. This course addresses these needs and conditions from a counseling perspective based upon biblical principles and wisdom.

Students will examine a broad spectrum of issues concerning human nature, the soul and holistic human functioning from a distinctively Christian and biblical perspective; identify the principles of motivation, perception, learning theories, personality development, group dynamics, interpersonal communications (transactional analysis), conflict theory, stress management and management of change; compare and contrast how important theories and schools of psychology approach these various dynamics and topics in different ways with intentionality toward a faithfully biblical approach; and describe criteria and processes Christian scholars would use to integrate and critically evaluate the validity of various schools from a Christian perspective.

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.

Typical Schedule Leading to the AA Degree in Liberal Arts

First Year

FIRST QUARTER

- RelStd 101 Introduction to the Old Testament, 4.5 units
- PhysEd 101 Physical Education for Life, 1.5 units

Alpha Term

- ColFor 101 College Thinking and Learning, 4.5 units

Beta Term

- HlthSci 101 Introduction to Health Science, 4.5 units

Quarter Units: 15

SECOND QUARTER

Alpha Term

- Engl 101 Freshman Composition: Expository Writing, 4.5 units
- RelStd 105 Introduction to the New Testament, 4.5 units

Beta Term

- Engl 223 Intermediate Composition and Critical Thinking, 4.5 units
- Art 101 Introduction to Visual and Performing Arts, 4.5 units

Quarter Units: 18; Cumulative Units: 33

THIRD QUARTER

- Math 101 Introduction to College Algebra, 4.5 units
- HISTORY ELECTIVE, 4.5 units

Alpha Term

- Psyc 101 Introduction to Psychology, 4.5 units

Beta Term

- Comm 105 Intercultural Communication, 4.5 units

Quarter Units: 18; Cumulative Units: 51

SUMMER Gamma Term (June-July)

- CIS 101 Intro to Computer Info Systems, 4.5 units

Quarter Units: 4.5; Cumulative Units: 55.5

Second Year

FOURTH QUARTER

- Biol 201 Introduction to Biology, 4.5 units
- Biol 201L Biology Laboratory, 1.5 units

Alpha Term

- ColFor 201 College Thinking and Learning II, 1.5 units
- Phil 201 Introduction to Philosophy, 4.5 units

Beta Term

- PolSci 205 Introduction to U.S. Government, 4.5 units
- Soc 201 Introduction to Sociology, 4.5 units

Quarter Units: 21; Cumulative Units: 76.5

FIFTH QUARTER

- LITERATURE ELECTIVE 4.5 units
- Comm 210 Elements of Public Speaking, 4.5 units

Alpha Term

- RelStd 210 Introduction to Christian Thought and Contemporary Issues, 4.5 units

Beta Term

- HISTORY ELECTIVE, 4.5 units
- Hist 210 US History, 4.5 units

Quarter Units: 18; Cumulative Units: 94.5

=Graduation

(Total Time=18.5 months)

Typical Schedule Leading to the AA Degree with an Emphasis in Business Administration

First Year

FIRST QUARTER

- RelStd 101 Introduction to the Old Testament, 4.5 units
- Bus 101 Introduction to Business, 4.5 units

Alpha Term

- ColFor 101 College Thinking and Learning, 4.5 units

Beta Term

- HlthSci 101 Introduction to Health Science, 4.5 units

Quarter Units: 18

SECOND QUARTER

- Acct 201 Financial Accounting Principles, 4.5 units

Alpha Term

- Engl 101 Freshman Composition: Expository Writing, 4.5 units
- RelStd 105 Introduction to the New Testament, 4.5 units

Beta Term

- Engl 223 Intermediate Composition and Critical Thinking, 4.5 units
- BUSINESS ELECTIVE (Mkt., Mag., H.R., Ent., Int. Bus)

Quarter Units: 18; Cumulative Units: 36

THIRD QUARTER

- Math 201 Statistics (Business Statistics), 4.5 units
- HISTORY ELECTIVE, 4.5 units

Alpha Term

- Psyc 101 Introduction to Psychology, 4.5 units

Beta Term

- Bus 120 Business Law & Ethics, 4.5 units

Quarter Units: 18; Cumulative Units: 54

SUMMER Gamma Term (June-July)

- CIS 101 Introduction to Computer Info Systems 4.5

Quarter Units: 4.5; Cumulative Units: 59.5

Second Year

FOURTH QUARTER

- Biol 201 Introduction to Biology, 4.5 units
- Biol 201L Biology Laboratory, 1.5 units

Alpha Term

- ColFor 201 College Thinking and Learning II, 1.5 units

Beta Term

- Bus 110 Business Economics, 4.5 units

Quarter Units: 16.5; Cumulative Units: 76.5

FIFTH QUARTER

- Com 210/Bus 125A Elements of Public Speaking, 4.5 units
- BUSINESS ELECTIVE (Mkt., Mag., H.R., Ent., Int. Bus)

Alpha Term

- Bus 125B Business Communications, 4.5 units

Beta Term

- RelStd 210 Intro to Christian Thought & Contemporary Issues, 4.5 units

Quarter Units: 18; Cumulative Units: 94.5

=Graduation

(Total Time=18.5 months)

Typical Schedule Leading to the AA Degree with an Emphasis in Bible and Theology

First Year

FIRST QUARTER

- RelStd 101 Introduction to the Old Testament, 4.5 units
- PhysEd 101 Physical Education for Life, 1.5 units

Alpha Term

- ColFor 101 College Thinking and Learning, 4.5 units

Beta Term

- HlthSci 101 Introduction to Health Science, 4.5 units

Quarter Units: 15

SECOND QUARTER

Alpha Term

- Engl 101 Freshman Composition: Expository Writing, 4.5 units
- RelStd 105 Introduction to the New Testament, 4.5 units

Beta Term

- RelStd 217 Methods of Biblical Interpretation, 4.5 units
- Art 101 Introduction to Visual and Performing Arts, 4.5 units

Quarter Units: 18; Cumulative Units: 33

THIRD QUARTER

- RelStd 201 Intro to Systematic Theology, 4.5 units
- Hist 110 Church History, 4.5 units

Alpha Term

- Psyc 101/102 Introduction to Psychology/Biblical Counseling, 4.5 units

Beta Term

- Comm 105 Intercultural Communication/RelStd 223 Foundations of Missions, 4.5 units

Quarter Units: 18; Cumulative Units: 51

SUMMER Gamma Term (June-July)

- CIS 101 Intro to Computer Info Systems, 4.5 units

Quarter Units: 4.5; Cumulative Units: 55.5

Second Year

FOURTH QUARTER

- Biol 201 Introduction to Biology, 4.5 units
- Biol 201L Biology Laboratory, 1.5 units

Alpha Term

- Phil 201 Introduction to Philosophy, 4.5 units

Beta Term

- PolSci 205 Introduction to U.S. Government, 4.5 units
- Soc 201 Introduction to Sociology, 4.5 units

Quarter Units: 19.5; Cumulative Units: 75

FIFTH QUARTER

- Engl 220 Christian Literature or Engl 215 CS Lewis Literature, 4.5 units
- Comm 215 Homiletics, 4.5 units

Alpha Term

- Hist 210 US History, 4.5 units
- RelStd 210 Introduction to Christian Thought and Contemporary Issues, 4.5 units

Beta Term

- RelStd 205 Intro to Apologetics, 4.5

Quarter Units: 22.5; Cumulative Units: 97.5

=Graduation

(Total Time=18.5 months)

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.

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

M. Delene Armendarez; Mathematics. B.S., Behavioral Science, California Baptist University, Riverside, 2005; M.S., Education, California Baptist University, Riverside, 2012.

Steven Avalos; Religious Studies. B.A., Christian Education, Louisiana Baptist University and Theological Seminary, 1993; M.A., Christian Education, Louisiana Baptist University and Theological Seminary, 1994; Ph.D., Theology, Pacific International University, Springfield, Missouri, 1999.

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; Ed.D., Education, Azusa Pacific University, 2016.

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.

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, Riverside, 2008; M.B.A., California Baptist University, Riverside, 2009.

Rick DiFlorio, Physical Education. B.A., Physical Education, University of Redlands, 2002; M.A., Kinesiology and Sports Management, California Baptist University, Riverside, 2007.

Eric Doucette, Business. B.A., Organizational Management, Master's College, 2014; M.B.A., Business, California State University San Bernardino, 2016.

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

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.

Marilyn Hope; Library Science, Communication. 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; Ed.D. Candidate, Education, University of Redlands, 2016.

Heather Keeney; English. B.A., English, California Baptist University, Riverside, 1999.

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.

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

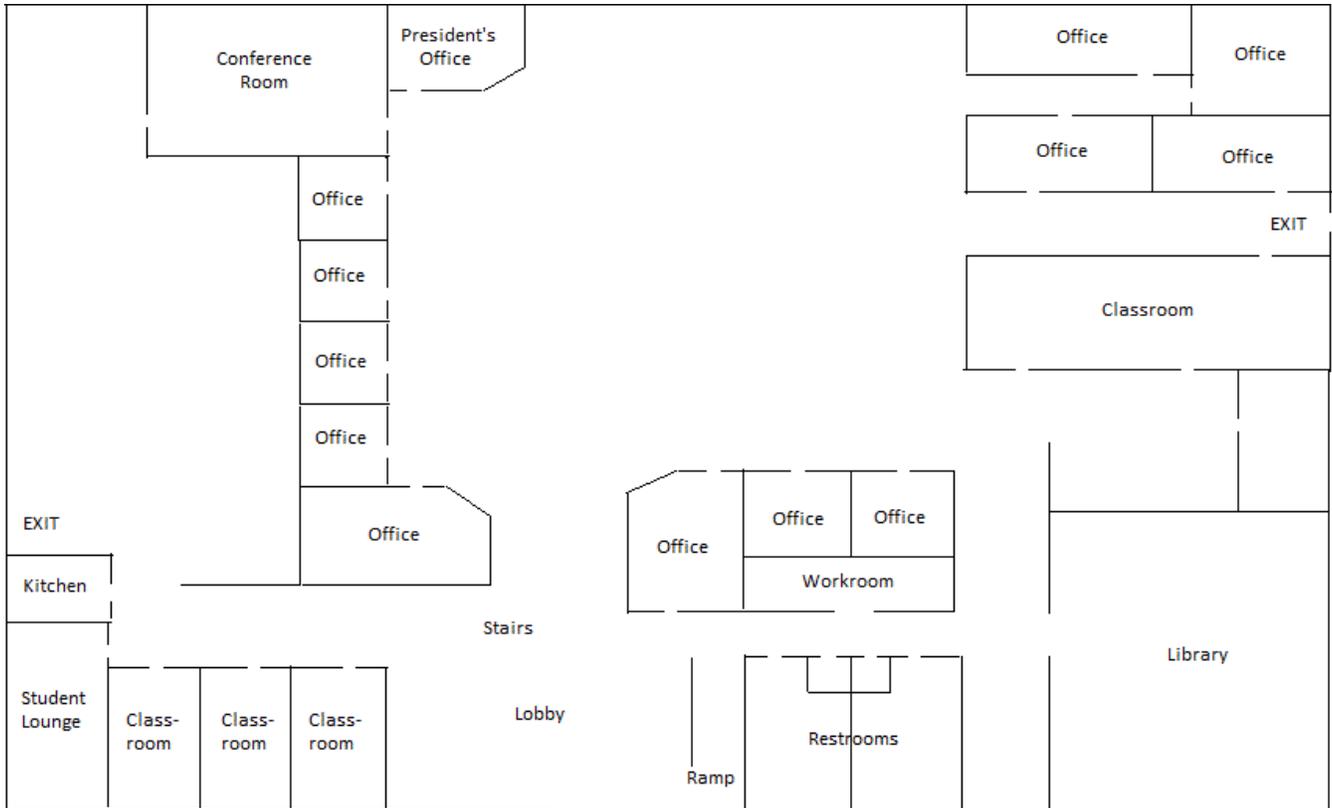
Deborah Perkins; Physical Education, Health Science. B.S., Physical Education, The King's College, New York, 1982 ; M.S., Exercise Science, California Polytechnic Institute, Pomona, California, 1988.

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.

Courtney Wilson; Health Science. B.S., Health Science, Morris College, Sumter, South Carolina, 2005; M.S., Health Services Administration, Strayer University, Charleston, South Carolina, 2010.

Campus Map

The campus provides 18,000 square feet to accommodate nine offices, a student lounge, a library with computer laboratory, and four classrooms: three that are 16 x 26 square feet that can accommodate 16 students, and one that is 17 x 32 square feet that can accommodate 30 students, for a total of 78 students.



Redlands Campus
1849 N. Wabash Avenue
Redlands, CA 92374-4970

Calendar 2017-2018

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 2017:

August 19	All Students' Orientation
August 19	Faculty Orientation
August 21	Instruction Begins
August 28 – September 1	Last Week to Add Classes
September 4	Labor Day Holiday
September 4-8	Last Week to Drop Classes
September 25-29	Last Week to Drop with "W"
November 13	Last Day of Instruction
November 7-13	Finals Week
November 14-24	Break

Winter Quarter 2017-2018:

November 18	Student Orientation
November 18	Faculty Orientation
November 27	Instruction Begins (quarter & alpha)
December 1/8	Last Day to Add Classes (alpha/quarter)
December 8/18	Last Day to Drop Classes (alpha/quarter)
December 18	Last Day to Withdraw W/ "W" (alpha term)
December 19 – January 1	Christmas Break
January 2	Instruction Resumes
January 15	ML King Jr. Day Holiday
January 19	All alpha term finals
January 22	Last Week to Withdraw W/ "W" (quarter)
January 22	Instruction begins (beta term)
January 26	Last Day to Add Classes (beta term)
February 2	Last Day to Drop Classes (beta term)
February 9	Last Day to Withdraw W/ "W" (beta term)
February 19	Presidents' Day (classes are in session)
February 26	Last Day of Instruction (quarter)
February 7 – March 5	Finals Week
March 2	FAFSA due!
March 2	All beta term finals
March 6 – 16	Spring Break

Spring Quarter 2018:

March 17	Student Orientation
March 17	Faculty Orientation
March 19	Instruction Begins (quarter/alpha)
March 23/30	Last Day to Add Classes (alpha/quarter)
March 29/April 6	Last Day to Drop Classes (alpha/quarter)
March 30	Good Friday (offices closed)
April 6	Last Day to Withdraw W/ "W" (alpha term)
April 27	Last Day to Withdraw W/ "W" (quarter)
April 27	All alpha term finals
April 30	Instruction Begins (beta term)
May 4	Last Day to Add Classes (beta term)

May 11	Last Day to Drop Classes (beta term)
May 18	Last Day to Withdraw W/ "W" (beta term)
May 28	Memorial Day Holiday (no class)
June 4	Last Day of Instruction (quarter)
June 5 – 11	Finals Week
June 8	All beta term finals
June 16	Commencement
June 12-22	Break

Summer Session 2018:

June 25	Instruction Begins
June 29	Last Day to Add Class
July 4	Independence Day Holiday
July 6	Last Day to Drop Class
July 13	Last Day to Withdraw W/ "W"
July 30-August 3	Last Week of Instruction and Finals