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# Community Christian College

# COLLEGE CATALOG

## August 28, 2023-
## August 23, 2026

**Website:**
**http://www.cccollege.edu**

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

**College Address:**

# *President's Welcome*

Dear Students,

On behalf of the Community Christian College family, I am pleased to welcome you into the exciting educational journey that you have chosen to pursue. At Community Christian College, you will be afforded many opportunities to grow and expand your knowledge-base.  You will interact with and learn from some very talented individuals. Most exciting of all, you will learn the concept of a Christian worldview so you may bring this knowledge with you as you further your educational goals.

The atmosphere at Community Christian College is unique.  I am proud of the comfort our students feel when they enter a classroom or attend online.  Being in a nurturing Christian environment, you will discover the ease at which you will interact with your instructors and the guidance that you will receive throughout your entire experience. It has been our Christian calling to strengthen the community with exceptional graduates. As we embark upon our 24th year of service, I am incredibly proud of our exceptional and distinguished alumni and supporters.  I would like to include you as one of our own.

At Community Christian College, every member of our institution is dedicated to your success. From your first moments on campus or attending online, to the moment you walk across the stage for graduation, we will be with you every step of the way. Welcome to the Community Christian College family.

Blessings,

Brian J. Carroll, J.D.
President

# *Table of Contents*

# *Board of Trustees*

# Executive Team

**President:  Dr. Brian J. Carroll**
Certificate, Advanced Management, Stanford University, Stanford, California, 1997
J.D., Law, San Francisco Law School, San Francisco, California, 1984
B.S., Health Care Science, Southern Illinois University, Carbondale, Illinois, 1981

**Interim Academic Dean:**
**Duka Delkamp**
B.S., Social Science, McNeese State University, Lake Charles, LA

**Vice-President of Operations:**
**Casey Royal**

**Vice-President of Finance:**
**Brian Peacock**
B.S., Business Accounting, University of Phoenix, Phoenix, Arizona, 2012

**Corporate  Counsel:**
**Dr. Robert Ziprick**

**Chaplain:**
**Dr. Ronald L. Williams**
D. Min., Ministry, Azusa Pacific University, Azusa, California, 2001
M.Div., Ministry, Azusa Pacific University, Azusa, California, 1994
M.A., Pastoral Studies, Azusa Pacific University, Azusa, California, 1993
B.A., LIFE Bible College, Los Angeles, California, 1961

**Vice-President of Compliance / Head Librarian:  Dr. Marilyn Hope**
Ed.D., Leadership for Educational Justice, University of Redlands, Redlands, California, 2023
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

# Staff Administrators

**Vice-President of Financial Aid  / VA Certifying Official:  Kimberley Williams**
M.B.A., Accounting, Keiser University West Palm Beach, Florida, 2014
M.B.A., Business, Keiser University, West Palm Beach, Florida, 2013
B.A., Accounting and Marketing, Atlantic Union College, South Lancaster, Massachusetts, 2008

**Accountant:  Brian Peacock**
B.S., Business Accounting, University of Phoenix, Phoenix, Arizona, 2012

**Director of Admissions:   Shante Drains**
A.S., Interior Design, Chaffey College, Rancho Cucamonga, California, 2010

**Director of Athletics:  Jasmine Ray**
B.A., Communications, Minor- English, Lincoln University, Jefferson City, Missouri, 2020.

**Arizona Agent:  Mickey Nunez**
M.A., Sociology, Grand Canyon University, Phoenix, Arizona, 2019
B.A., Sociology, Arizona State University, Tempe, Arizona, 1994
A.A., Business, Phoenix College, Phoenix, Arizona, 1991

# 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.

## 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 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 (BPPE). 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 1747 North Market Blvd., Suite 225, Sacramento, CA 95834-2978, 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 II of its Accredited Status as a Category I institution by the TRACS Accrediting Commission on October 26, 2021. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

### Non-Bankruptcy Status

Community Christian College has no pending petition in bankruptcy, is not operating as a debtor in possession, nor has filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against the College 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.)

# *Mission and Institutional Objectives*

The Mission Statement of Community Christian College is as follows:

Community Christian College serves primarily urban communities with an Associate of Arts in Liberal Arts degree 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 a program of study provided ina Christian setting and from Christian perspectives successfully.

Students, including those from socio-economically disadvantaged backgrounds, are able to gain admission and begin a course of study at Community Christian College. When they earn the A.A. degree, they will be equipped to continue their studies at a four-year college or university.

2. To offer a curriculum in the liberal arts, that promotes the development of Christian knowledge, values, and skills.

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. Each student receives an individual academic plan. The curriculum is characterized by the use of God's Word in the classroom (as it illuminates all subject matter and inquiry) and prayer in the classroom.

3. To provide a Christian faculty. Adjunct faculty are committed to integrating their Christian faith with their academic discipline in further education, research and writing. They are committed to leading by example, working with students and using multiple methods of instruction.

4. To manage the College in a way that reflects sound financial stewardship and realizes efficient operations and effective management practices.

5. To use assessment and evaluation in such a way that outcomes continually inform purposes, goals and objectives. The mission and vision are furthered as a result.

# Location

The main campus of the College is headquartered in Redlands, California, 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 1:1-12,14)
- 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*

Community Christian College offers a quality education equipping students for a life of service to Christ, the church and society, in the context of the Christian faith. Thus, we believe it is essential for students 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 are 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 humanity to live together in society. The Liberal Arts are studies which provide the basic knowledge and

intellectual skills for critical thinking and lifelong learning. To this end, the CCC curriculum has been designed.

How may a liberal arts education fit into your plans?

Four-year colleges and universities typically divide bachelor's degree studies 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 ("upper division courses"). These courses provide the student with specialized knowledge in a chosen field of study. General education requires and provides the student with introductory courses in different fields of study in the freshman and sophomore years ("lower division courses").

Community Christian College's Associate of Arts in Liberal Arts degree program is designed to provide the general education necessary to graduate with a bachelor's degree from allied four-year colleges and universities. We offer a two-year completion course of study. This program is intended to satisfy the lower-division general education requirements at most four-year colleges and universities. (Under Academics, see Transfer of Community Christian College Credits to Other Institutions, for important qualifications.)

What are the distinctive features of Community Christian College?

- Small classes on campus and online: approximately 30 or fewer students per class, providing a personal and nurturing setting for learning.
- A highly trained and experienced faculty: all instructors have, at minimum, eighteen units or Master's Degrees in the subjects being taught.
- 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.

# *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.

## *Application Procedure*

The following are required to apply for admission:

1. A completed application form submitted online.
2. Once accepted and enrolled in courses, pay a nonrefundable $45.00 application fee.
3. Proof of high school graduation, G.E.D., high school proficiency examination certificate, or state proficiency successful testing certificate.
4. An official transcript of all college records, if any.
5. A state-issued picture ID
6. Passing score on the free, not-for-credit *ACA 102: Pre-Course Proof of Submittal* course.

Students are encouraged, but are 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.

No provision is available for Ability to Benefit students.

All prospective students are required to review the academic college catalog and the school performance fact sheet prior to signing an enrollment agreement.

## *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*

The College does not provide Visa or I-20 services currently. International students may attend courses online with meeting the standard admissions requirements for the College.

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.

## *Disabled Students Programs and Services (DSPS) Policy*

Disabled Students Programs and Services (DSPS) provides equal educational opportunities for students with physical, psychological, and learning disabilities. Students with disabilities are encouraged to lead active and independent lives by participating in all college programs and achieving academic and career goals. Counseling, support services, and academic accommodations are provided to students who are eligible for the program.

**Eligibility**
Students with the following documented disabilities are eligible to receive support services and academic accommodations:

• Mobility impairment
• Blind and visual impairment
• Deaf and hearing impairment
• Psychological and mental health disabilities

- Attention deficit disorder (ADD/ADHD)
- Other medical disabilities that result in a functional limitation that affects academics
- Students of average or above learning aptitude with a specific learning disability that significantly impacts their educational progress.

The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. Students must submit documentation of their disability from another school, college, or the appropriate professional. In addition, testing and assessment services are available on a limited basis.

### Academic Accommodations

Accommodations are individually determined for students with disabilities according to the functional limitations of the specific disability. Accommodations may include:

- Testing accommodations, including an extension of time, distraction-reduced testing, use of a calculator, spell checker, computer, or modification of the test response format.
- The use of equipment and materials such as a tape recorder, calculator, electronic text, or spell checker in the classroom and in completing class assignments.
- The use of personnel such as sign language interpreters, note-takers (while attending class), and readers and scribes for test situations.
- Alternate print formats, including electronic text, books on compact disc or MP3, or large print materials and braille. Students who require alternate formats of college publications and resources should check with DSPS. These are obtained in the timeliest manner possible.

### Support Services

Community Christian College also provides a variety of support services to students with disabilities. These include priority registration, study strategy consultation, and orientation to the campus if not attending online.

## *Anti-discrimination Policy*

Community Christian College ("College"), in accordance with applicable Federal and State law and College policy, does not discriminate on the basis of race, color, national origin, citizenship, religion, sex, gender identity, pregnancy, physical disability, mental disability, medical condition, ancestry, marital status, age, sexual orientation or service in the uniformed services. The College also prohibits sexual harassment. This nondiscrimination policy covers admission, access and treatment in College programs and activities.

The College interprets pregnancy to include pregnancy, childbirth and medical conditions related to pregnancy or childbirth.

The College interprets service in the uniformed services to include membership, application for membership, performance of service, application for service or obligation for service in the uniformed services.

# *Financial Aid & Tuition*

Community Christian College offers 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 TRACS 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 October 1 for the upcoming 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. All students applying for Federal Aid must supply an unexpired picture ID that lists an address to the financial aid office.

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**
See below for details on institutional scholarships.

❖ **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 Direct 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. (Parents can request an in-school deferment while their student is attending at least half-time.)

❖ **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.

❖ **Incarcerated Students**
Incarcerated students are not eligible for Federal Aid. All students must provide an unexpired picture ID that lists an address to substantiate that they are not incarcerated. For a regional group of students, the contracted leader provides verification by face-to-face contact.

❖ **Institutional Note and Payment Schedule**
Cash paying students may make interest free payment due at the beginning of the course.

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.).

❖ *Parent Plus Loan Borrowing Policy*
For parents/step-parents/guardians not listed on the FAFSA, who are applying for a parent loan, a signed, dated statement verifying they are the legal parent/guardian of the student, must be submitted to the financial aid office.

# *Institutional Scholarships*

### Presidential Scholarship
$50 to $1500. This scholarship will assist good students that have small balances remaining at the end of a successful quarter that is keeping them from advancing to the next quarter or is impeding their graduation. Criteria: Must have a 2.0 grade point average, must have applied and received maximum financial aid, and have a small remaining balance at the end of a successful quarter. Contact the financial aid department for details.

### Athletic Scholarship
$720 to $2,160. This scholarship is for athletes that have started and are actively enrolled full-time during any quarter. This is awarded at a rate of $720 per quarter. If the student drops below full-time or a 2.0 GPA during the awarded quarter, the full amount will be forfeited for the quarter. The maximum award is $2.162. Students cannot qualify for the Athletic, Ministry, and/or Outstanding Peer Support Scholarships at the same time.

### Music Scholarship
$720 to $2,160. This scholarship is for students that are actively participating in the music elective emphasis. Students must submit a signed letter on letterhead listing their intent to actively participate in at least one group performance a year. Students must be actively enrolled full-time during any quarter. This is awarded at a rate of $720 per quarter. If the student drops below full-time or a 2.0 GPA during the awarded quarter, the full amount will be forfeited for the quarter. The maximum award is $2,162. Students cannot qualify for the Athletic, Ministry, Music, and/or Outstanding Peer Support Scholarships at the same time.

### Ministry Scholarship
$720 to $2,160. This scholarship is for students that are actively volunteering in their church or local community. Students must submit a signed letter on letterhead listing the activity. Students must have started their attendance at the beginning of any quarter and must be actively enrolled full-time. This is awarded at a rate of $720 per quarter. If the student drops below full-time or a 2.0 GPA during the awarded quarter, the full amount will be forfeited for the quarter. The maximum award is $2.162. Students cannot qualify for the Athletic, Ministry, and/or Outstanding Peer Support Scholarships at the same time.

### Outstanding Peer Support Scholarship
$720 to $2,160. This scholarship is for students that are actively volunteering to tutor peers. Students must submit a signed letter from a staff member or coach stating the time, dates, and location the tutoring is to take place. Students must be actively enrolled full-time in any quarter to receive this scholarship.

This is awarded at a rate of $310 per quarter. If the student drops below full-time during the awarded quarter, the full amount will be forfeited for the quarter. The maximum award is $2,162. Students cannot qualify for the Athletic, Ministry, and/or Outstanding Peer Support Scholarships at the same time.

**Lowell Linden Family Scholarship**

This scholarship is available to non-U.S. citizens. It is designed to support international online students who are facing continual danger and anti-Christian-faith persecution. The scholarship covers all tuition and fees.

*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, registered students will receive a booklist which includes titles, authors, publishers, and ISBN numbers for all courses for that quarter. 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 website.

*Fees*

**Graduation Fee**

Prior to graduation, the student will be charged $145.00 for the cost of all services rendered in the processing of potential graduates.

**Diploma Replacement Fee**

Students may lose their diploma through unforeseen disasters such as fire, flood or other extenuating circumstances. A newly issued diploma may be processed for a cost of $25.00. Please submit the request in writing to the Registrar.

## *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 drop week, the second 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.

## *Tuition*

**Students who start BEFORE the Summer 2017-2018 Quarter:**
- Per unit charge for courses.................$133.33
- Audit Fee, single course (no college credit).................................................$100.00

Students who started prior to the Summer 2017-2018 will not receive a tuition increase for the remainder of their program, UNLESS there is a break in their quarterly attendance that is not a result of our scheduling. This break in attendance includes, but is not limited to, if they cancel, drop, audit, or quit as a result of non-attendance, or are removed due to SAP violation or code of conduct violation.

The Board of Trustees has approved the following tuition increases over the next three years. The first increase will start in the Summer 2017-2018 quarter.

**Students who start the Summer 2017-2018 Quarter:**
- Per unit charge for courses ................. $175.00
- Audit Fee, single course (no college credit) ................................................... $100.00

**Students who start the Fall 2020-2021 Quarter:**
- Per unit charge for courses ................. $198.00
- Audit Fee, single course (no college credit) ................................................. $100.00

**Students who start the Summer 2022-2023 Quarter:**
- Per unit charge for courses ................. $213.00
- Audit Fee, single course (no college credit) ................................................. $100.00

## Fees

- Application Fee (one-time, non-refundable) ................................................................ $45.00
- Admission Fee (one-time, set-up) .......... $45.00
- Graduation Fee .................................... $145.00
- Lab Fee (per lab course) ............ $45 to $300.00
- Athletic program participation Fall fee ................................................................ $1725.00
- Athletic Spring fee ............................ $1000.00
- Transcript Fee (official, per transcript) .. $10.00
- Transcript Fee (unofficial) ....................... $0.00
- Diploma Replacement Fee ..................... $25.00
- STRF Fee (non-refundable) per one thousand dollars of institutional charges ................. $2.50

## Books

- Additional cost quarterly, depending on the courses ............................................. ~$300.00

## California Students - Charges and STRF

Total charges for a period of attendance is the per unit charge multiplied by the number of units for which the student has enrolled. Estimated total charges for the entire educational program equal $20,083.00.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. A qualifying institution shall collect the assessment from each student in an educational program at the time it collects the first payment from or on behalf of the student at or after enrollment. The assessment shall be collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments. Unless relieved of the obligation to do so, the student must pay the state-imposed assessment for the STRF, which is $0.50 per one thousand dollars of institutional charges for all students who enrolled on or after February 8, 2021, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. The student is not eligible for protection from the STRF and is not required to pay the STRF assessment, if the student is not a California resident, or is not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd.,

Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and

evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## Veterans

Qualifying veterans and their survivors or dependents are charged resident tuition and fees in accordance with Title 38 Section 3679. Upon determination of eligibility, federal funding is obtained to provide the educational benefits of the program that will provide foundational courses for further scholastic pursuits. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

## Institutional Financial Aid Refund Policy

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

The amount owed to the student equals the institutional charges for the instruction divided by the total number of days in the period of attendance (quarter) multiplied by the days the student has not been scheduled to attend prior to withdrawal. No refunds are due once 60% of the scheduled hours of instruction in any given quarter have elapsed. For purposes of determining a refund, a student shall be

considered to have withdrawn from the educational program (or course) on the day he or she provides notice to or is deemed withdrawn in accordance with the withdraw policy published in the College Catalog.

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 the total amount of monies owed to the school, as determined by the pro-rata refund calculation, exceeds the amount of Title IV aid earned by the student, the student may owe a balance to the school.

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.

Refunds are calculated on a pro-rata basis.

Quarter Refund Calculation:
- ❖ Courses dropped before start date: 100%
- ❖ Courses dropped by the end of the second week: 100%
- ❖ 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%

*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

Return of Title IV requirements are provided to the student in writing in his/her enrollment agreement.

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.

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. The following applies: (1) Grants must be disbursed within 45 days. (2) Loans must be offered to the student within 30 days, allowing the student at least 14 days to respond.

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.

Students receive simultaneous written notification via email through *Populi* (student information system) when the school pays a refund or return of Title IV on behalf of the borrower.

**Determining Withdrawal Dates**

Withdrawal dates are determined in two ways, either through student-initiated withdrawal (official) using the Withdrawal Form, 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 College'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.

**Student Last Day of Activity Policy**

CCC will use the last documented day of academically related activity to document a student's last day of attendance for all withdrawals official or unofficial.

Academically related activities include but are not limited to:
- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment
- taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction
- attending a study group that is assigned by the school
- participating in an online discussion about academic matters
- initiating a question about the academic subject on the course's bulletin board

Academically related activities do not include activities where a student may be present but not academically engaged, such as:
- writing an email to a school administrator or faculty member
- participating in the school's athletic program
- logging into an online class without active participation
- participating in academic counseling or advisement

CCC will document participation in class or engagement in an academically related activity by using the following guidelines:
- student submission of an academic assignment
- student submission of an exam
- documented student participation in an interactive tutorial or computer-assisted instruction
- a posting by the student showing the student's participation in an online study group that is assigned by the institution
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- an email from the student or other documentation showing that the student-initiated contact with the instructor of that course

Note: Academic related activity after the end of the term cannot be counted as an attendance/activity date for the prior term but students can continue to submit work till 7 days after the end of that term for grade change purposes.

**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 post-withdrawal disbursement 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 elease 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:
- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- Iraq and Afghanistan Service Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- TEACH Grants

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.

# Unpaid Balances / Default on Loan

The Business and Financial Aid Offices work closely with inactive students who have remaining balances. Usually, inactive students with balances will sign a no-interest rate promissory note for the balance due. These promissory notes usually do not extend past one (1) year, depending on the amount of the balance. After working with the student, a delinquent account will usually be assigned to a collection agency within six months if the student does not make any payments.

If a student obtains a loan to pay for the educational program of Community Christian College, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student defaults on a federal or state loan, the following may occur: (a) The federal or state government tor a loan guarantee agency may take action against the student, garnishing an income tax refund to reduce the balance owed on the loan, and (b) The student may not be eligible for any other federal student financial aid at another institution or other government assistance at another institution until the loan is paid.

# 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 website or a hard copy which may be obtained at the College offices.

All prospective students are required to review this catalog and the school performance fact sheet.

Within ten (10) days of a catalog revision, the catalog will be published on the website and sent to all licensing agencies.

## Student Orientation

The purpose of Orientation is to prepare students for the upcoming school year academically, socially and spiritually. Orientation includes an introduction to both the academic and student life aspects of the College. It is provided to new students, typically in the Fall, through an online form of delivery.

## 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. Online devotionals are regularly distributed to students, staff, and instructors. Formal chapel programs may be offered at various locations suitable to integration with student activities.

## 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 book resources for the library are listed in the online library catalog, available via the Internet (on the Library page of the College website). As a member of LIRN (Library and Information Resources Network), Community Christian College students have online access to a wide selection of professional articles and periodicals. Scopus is an additional reference source providing numerous databases and e-books.

In the physical library, laptops are available for researching information and completing writing assignments or PowerPoint projects.

## Tutoring

Request for tutoring services are made through the Registrar/Student Services for scheduling purposes. Group or individual study halls are made available according to the term schedule.

## Student Government

The members of the Community Christian College Student Government serve as representation of the student body to each other and to the faculty and administration of Community Christian College. They seek to represent the concerns of the Community Christian College student body while striving to foster a strong academic and extracurricular community. Student Government functions as follows:

- Serves as the official representative of the Community Christian College student body to the College's administration and faculty with regard to all matters pertaining to Community Christian College.
  - Promotes community among students, faculty, and the administration.

- Promotes student awareness of issues and policies pertinent to Community Christian College.
- Considers and acts upon matters of concern brought to its attention by individual students, one or more classes, or the student body at large.
- Seeks out and retains funds it deems necessary and useful to carry out its purposes.
- Manage and distributes Student Government funds in a manner that contributes to the education, awareness, and involvement of all students at the Community Christian College.
- To serve as a means by which effective communication is achieved among students.
- To aid student organizations in applying for recognition and funding according to the Funding Policy Bylaws.
- To make the student body aware of teaching awards, and determine nominations and/or recipients as outlined by the specific awards.

# Student Employment

A student's workload 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. There are no SOC (Standard Occupational Classification) codes associated with or applicable to the Associate of Arts in Liberal Arts degree.

# 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.**

## *Drug-Free School*

It is the policy of the School to comply with the Drug-Free Schools and Communities Act of 1989 as amended. As noted in the Annual Security Report, Community Christian College supports a drug-free environment and does not allow the unlawful possession, use or distribution of illicit drugs or alcohol on or off campus. As an express condition of acceptance as a student to the school, students agree to

random and for-cause drug testing throughout their attendance at the College in accordance with the substance abuse policy set forth below. A violation will result in the College taking appropriate action up to and including termination. Accordingly, the following information regarding the use of illegal drugs and alcohol is provided annually to each student of the College.

Objectives of the College's Substance Abuse Prevention Policy

The unlawful possession and use of illicit drugs and abuse of alcohol is harmful and dangerous to the individual and society. Alcohol and drug abuse not only have an adverse effect on safety, but also have cascading ill effects on the health and welfare of the entire student body. The objectives of the policy include the following:

- To establish and maintain a safe, healthy educational environment for all students.
- To encourage counseling and rehabilitation assistance for those who seek help (i.e. students and employees)
- To reduce the number of accidental injuries to persons or property.
- To preserve the reputation of the College within the community and industry at large.
- To reduce absenteeism and tardiness.

Standards of Conduct

The unlawful use, manufacture, distribution, dispensation, or possession of alcohol, illegal drugs, or any controlled substance on College premises, or while involved in a College-related activity off campus, is strictly prohibited and subject to the disciplinary sanctions noted below:

1.  The College cannot and does not condone drug or alcohol abuse by its students.

The College will not allow the possession, use or distribution of illicit drugs or alcohol by students on its property or as part of any of its officially sponsored off-campus activities. Students are prohibited from being under the influence of alcohol, illegal drugs or any other substance that could adversely affect the health, safety, or welfare of other students, faculty or staff on college property or at any of its officially sponsored activities. This includes all forms of synthetic marijuana, regardless of the legality of the substance. The use of the medical marijuana card in California or any other state is not accepted as an exception to this policy. Regardless of the legitimacy of the card, the College will follow all applicable laws and regulations. This includes field trips and student-sponsored social activities if they are considered sponsored by the College.

2. Reporting of Violations to Local and/or State Law Enforcement
The College will report to local and/or state law enforcement, as applicable by federal and state drug laws, any student who is found in possession of, using or selling illegal drugs on campus as well as anyone who is found to have broken the state laws regarding underage drinking.

3. Disciplinary Sanctions
Illegal possession or use of drugs or alcohol can have penalties, including loss of Ttile IV eligibility, community service, suspension or loss of driver's license, jail time and fines. Students who violate the College's prohibitions against drugs and alcohol are subject to disciplinary action up to and including termination of their enrollment at the College and referral of their violation for prosecution.

4. Loss of Title IV Eligibility

A student is ineligible to receive Title IV financial aid if the student has been convicted of an offense involving the possession or sale of illegal drugs for the period described below:
1st offense: 1 year from the date of conviction.
2nd Offense: 2 years from the date of conviction.
3rd Offense: Indefinite Period

5. Legal Sanctions
California state law considers the illegal use of drugs and alcohol serious crimes. The sanctions for first time violations of these laws range from fines to lengthy terms of incarceration, or both. Additionally, local ordinances and municipal codes impose a variety of penalties for the illegal use of drugs and alcohol. There may also be civil consequences which result from the violation of state drug and alcohol statues. Property associated with the criminal acts, including homes and vehicles, can be confiscated by the government. Persons convicted of felonies may be barred from government employment and lose their right to vote.

Federal law considers the manufacture, distribution, dispensation, possession, or use of illegal drugs or any controlled substance a serious crime. For the most recent information on federal penalties, see the U.S Drug Enforcement Administration website at: http:// www.dea.gov/agency/penalties.htm.

6. Health Risks
Drug use causes physical and emotional dependence, interferes with memory, sensation, and perception, and in some cases may cause permanent brain damage or sudden death. The following is a summary

of the various health risks associated with alcohol abuse and use of specific types of drugs, and is not intended to be an exhaustive or final statement of all possible health consequences of substance abuse.

Alcohol: Alcohol consumption has acute effects on the body and causes several marked changes in behavior. Even low doses may significantly impair judgment and coordination. Alcohol is an especially dangerous drug for pregnant women.

Marijuana: Marijuana contains THC, a chemical which alters the sensory activities of the brain, including long-term memory capabilities, comprehension, altered sense of time, decreased motivation, and reduced ability to perform tasks requiring concentration and coordination. Marijuana smoke contains more cancer-causing agents than tobacco.

Cocaine/Crack: Cocaine and crack are highly addictive and may lead to heart attacks, strokes, and long-term brain damage. Other physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. Continued use can produce violent behavior and psychosis.

Methamphetamine/Amphetamines: Methamphetamine is a central nervous system stimulant of the amphetamine family. Like cocaine and crack, methamphetamines are highly addictive "uppers" that produce extreme alertness and elation, along with a variety of severe adverse reactions. The body metabolizes methamphetamine more slowly; the effects may last as much as ten times longer. Methamphetamine users can experience sustained, severe mood and though

disturbances, serious physical effects, including sudden death.

Narcotics: Narcotics such as heroin, methadone, oxycodone, codeine, morphine and opium initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. An overdose may produce shallow breathing, clammy skin, convulsions, coma, and death. Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis.

Ecstasy: "Designer drugs" such as Ecstasy are related to amphetamines in that they have mild stimulant properties but are mostly euphoriants. They can cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause severe neurochemical brain damage. Narcotic designer drugs can cause symptoms such as uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage.

GHB/Rohypnol: Often known as "date rape" drugs, GHB and Rohypnol initially produce a feeling of intoxication similar to alcohol (the user feels relaxed, sociable, affectionate and playful, and disinhibited) followed by a feeling of drowsiness. Higher doses can lead to a sleep from which the user cannot be awakened. The effects can last from 4-24 hours. Both GHB and Rohypnol present a serious overdose threat. Since they are depressants, both drugs can be fatal when mixed with alcohol. Symptoms of overdose can include intense drowsiness, unconsciousness or coma, muscle spasms, disorientation, vomiting,

and slowed or stopped breathing (fatalities usually occur from respiratory failure).

Inhalants: Inhalants are readily available and inexpensive.  More than 1000 common household products can be used to get high.  Examples of organic solvents (carbon compounds) include gasoline, lighter fluid and butane lighter fuel, spray paint, paint thinner, rubber-cement, hair spray, nail polish, and many cleaning fluids.  Nitrite compounds (amyl nitrite, butyl nitrite) act mainly aa vasodilators.  Nitrous oxide (laughing gas) is packaged in small metal cartridges (called whippets) which are often used to make whipped cream.  Inhalants irritate breathing passages, provoking severe coughing, painful inflammation, and nosebleeds.  Inhalants may not produce a pleasant high and can result in mental confusion, hallucinations, and paranoia.  They may also result in respiratory depression leading to unconsciousness, coma, permanent brain damage, or death.  The danger is extremely great if inhalants are used in conjunction with other nervous system depressants, such as alcohol or barbiturates. Even first-time users run the risk of sudden sniffing death (SSD).  The risk of SSD is higher if the abuser engages in strenuous physical activity or is suddenly startled.

Steroids:  Steroids are manufactured testosterone-like drugs used to increase muscle mass, strength, and endurance.  The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use.  Psychological effects include very aggressive behavior ("road rage"), severe mood swings, manic episodes, and depression.

Additional helpful information and resources may be found by contacting the following organizations:

- U.S. Department of health and Human Services Substance Abuse and Mental health Services Administration.  1-800-662-4357; http://dasis3.samhsa.gov/
- National Council on Alcoholism and Drug Dependence   1-800-622-2255; http://www.ncadd.org
- California http://leginfo.legislature.ca.gov/faces/codes.xhtml

All students understand and agree to abide by this policy as an express condition of enrollment at Community Christian College.

## 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 Academic Dean.

## *Times Classes Are Held*

Some classes are conducted in-person as scheduled per term in the day or evening hours Monday through Saturday. Remote technology using Internet access may be used. All classes are available online 24/7 for the duration of the course, with access through the learning management system. All classes are based upon an average of 50 minutes per hour of the class session. Online classes provide the same time frame for assignment submission as face-to-face in-class instruction.

## *Location of Classes*

Class sessions are held online or in classrooms at the main campus located at 1174 Nevada Street, Redlands, CA 92374, either in Suite 150 or Suite 200.



## *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 48 weeks divided into four terms (quarters), each consisting of twelve weeks. All courses are conducted in various delivery formats, yielding fifteen to forty-five hours of instruction per course. To progress from freshman to sophomore standing, 45 units must be completed.

Class sessions will be held at 1174 Nevada Street, Suite 200, Redlands, CA 92374.

For the specific dates of important events in the college program, see the *Calendar* at the end of 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.

- Internet Use:

The College provides Internet searching instruction upon a pre-arranged appointment with the Community Christian College Head Librarian or within the Humanities 101 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* at the end of this catalog.

## Class Attendance

**Students are expected to attend every class.** Attendance and other course requirements are set by the instructor. Students will be informed of these requirements at the beginning of each course, which will be noted in the course syllabus. Attendance for online courses will be determined by login, viewing of course material and submission of assignments or course-required projects by the date and time indicated in the syllabus.

Instructors may request from the of Academic Dean 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 unexcused absences for a week and a half 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

Students may add any time through the first seven days of the course during a term. Students may add a course using the *Populi* learning management system or by contacting the academic department.

Any unforeseen exceptions must be approved by the Academic Dean.

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

## Dropping a Course

Students may drop any time through the first seven days of the course during a term, except for the final course in the term. Students may drop a course using the *Populi* learning management system or by contacting the academic department. The course will not be noted on the student's transcript in any way.

Any unforeseen exceptions must be approved by the Academic Dean.

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

## Withdrawal From a Course

Students are eligible to withdraw at any time during a course through a written request to the academic department. After forty-five (45) days of inactivity, following the submission of an assignment, the student will be automatically removed from the course. Any effect this has on financial aid and financial obligations to the college will be determined by the Financial Aid office.

## Audit

Persons may request permission to audit a class by filing a petition to audit to the Academic Dean. 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 Dean's Office. The Incomplete form must be signed by the student, the instructor, and the Academic Dean. Until these signatures are obtained, the student is not considered to have an incomplete grade.

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

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

## Credit/No Credit

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

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

## Directed Study

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

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

1. Both the Academic Dean 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.

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 Academic Dean for final approval.

## Online Courses

Every course available in the classroom is also available online. From the start of term, online attendance is measured by weekly assignment submissions. Students are expected to maintain continuous communication with their instructors. One assignment must be submitted during the add/drop period, or the student will be assigned withdrawn status. After the add/drop period, if no assignments have been submitted over two continuous weeks, the student will be withdrawn for lack of attendance (14 days). The last date of attendance will be used as the date of determination.

All distance learning materials are accessible instantly through the *Learning Management System* instructional module on the start date of the course.

## 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 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 website. 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 note 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 with us to use your personal information for direct marketing purposes, you may change your mind at any time. please inform the college by contacting the Registrar at jtuiolosega@cccollege.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 (SAP)*

In accordance with regulations that govern federal and state financial aid programs, Community Christian College is required to establish, publish, and consistently apply reasonable standards for measuring a student's academic progress. Financial Aid **Satisfactory Academic Progress (SAP)** for students must include a**:**

1. Qualitative component (GPA)
2. Quantitative component (Pace) and
3. Maximum Time Frame

SAP applies for Title 38 students who qualify for veterans' benefits. 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.

Each component must be cumulative in nature, and must be evaluated by the College at least once a quarter to certify the student's SAP. Please be aware that these SAP standards are separate and distinct from the policy regarding academic progress set by the Office of the Registrar. For example, while a student may meet the minimum GPA requirement for academic progress with the Office of the Registrar, they may not meet the financial aid SAP standards below. Additionally, students who are academically dismissed and then reinstated by the Office of the Registrar, will not have their aid automatically reinstated. The student will need to submit an appeal to the Financial Aid Office to request a reinstatement of their aid eligibility.

**Requirements**

The Financial Aid SAP standards listed below apply to all aid applicants at Community Christian College, whether or not they received aid for prior coursework. A student's eligibility for all federal, state, and institutional financial aid programs is affected by this policy.

| Program | Cum. GPA | PACE | Maximum Time Limit |
|---|---|---|---|
| A.A. in Liberal Arts | 2.00 | 67% | 150% |

**GPA Requirement**

Students must maintain a minimum 2.0 cumulative grade point average (i.e. average of all terms combined).

**PACE Requirement**

Students must complete at least 66.67 percent of the units attempted each year to keep pace toward graduation.

$$PACE = \frac{\text{Completed Units} + \text{Accepted Tran. Units}}{\text{Attempted Units} + \text{Accepted Tran. Units}}$$

**Maximum Time Frame Requirement**

Students are allowed up to three years of financial aid eligibility, depending on their class standing. The initial class level is assigned by the Office of Admissions, based on transfer credits accepted, including Advanced Placement units. Students will not be granted additional years of eligibility solely by reason of changing their emphasis program.

| Units Completed | Academic Year Standing | Years Needed toComplete Degree | Years of Remaining Eligibility |
|---|---|---|---|
| 0-45 | 1 | 2 | 3 years |
| 45-90 | 2 | 1 | 2 years |
| 91- + | 3 | .25 | 1 year |

**Failure to Meet SAP Standards**

Students who fail to maintain SAP will be notified that they are no longer eligible for financial aid beginning with the term immediately following the term the SAP requirements were not met. SAP is monitored annually at the end of the spring term, and the first term of ineligibility will typically be the following summer or fall term. Eligibility for continued financial aid will only be re-established if SAP requirements are subsequently met or if students successfully appeal their standing.

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 an academic term 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.

**Appeal Procedures**

Students may appeal for the following reasons:

- Serious illness or injury to student or immediate family member (parent, spouse, sibling, child) that required extended recovery time – *Documentation example: Doctor's Note/Order*

- Death of an immediate family member – *Documentation example: Obituary/Memorial Program*

- Significant trauma in student's life that impaired the student's emotional and/or physical health – *Documentation example: Note from counselor/third party*

- Withdrawal due to military service – *Documentation example: Orders*

- Other unexpected circumstances beyond the control of the student – *Documentation example: Third-party letter*

**Note: Circumstances related to the typical adjustment to college life such as working while attending school, financial issues related to paying bills, and car maintenance/travel to campus are not considered as extenuating for purposes of appealing the loss of Title IV eligibility.**

The deadline to appeal is 30 days from the date the Notification of Loss of Title IV Eligibility is issued. To whom?  How is the student notified?

All students for whom an appeal is approved will be placed on financial aid probation. Academic Plans may be provided to students placed on probation. These plans may be for a single semester, or for multiple semesters. All students on probation will be reviewed at the end of every semester until the students meets Community Christian College's SAP requirements.

If a student's appeal is approved, they may be awarded for an entire school year. However, they must meet the terms of their academic plan each semester to remain eligible for each subsequent quarter's disbursement.

Failure to adhere to the terms of their Academic Plan will result in a loss of Title IV aid without the right to appeal and all future financial aid disbursements will be cancelled. The cancellation of a student's financial aid does not automatically drop their courses. It is the student's responsibility to drop any courses he or she decides not to attend.

A student many not re-appeal in the same academic year to the same SAP violation.

**Measures of Progress**

**Qualitative Measure**: Students must maintain a minimum cumulative grade-point average (GPA) of 2.0. GPAs 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.

Repeat coursework will affect the qualitative measure if the student earns a higher grade than previously earned. Any higher grade will replace the former grade and raise the GPA.

**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 67 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.

Repeat coursework will affect the quantitative measure by contributing to the required percentage of completion.

**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 Academic Dean or any officer or faculty member whom the Academic Dean 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 Academic Dean 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 Academic Dean 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 |
| WC | | | Withdrawal/Cancel by Drop Date |
| 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 at the end of each term.**

## 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 Academic Dean 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 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 Academic Dean 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.

The institution will maintain a written record of the previous education and training of veterans and eligible persons, with the record clearly indicating that credit has been granted.

b.  Approval by Faculty Senate. The Academic Dean 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/Leave of Absence*

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, obtained from the shared files in the *Populi* student information system, must be submitted to the Academic Dean 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 replace the original grade and will be used in

calculating the GPA. This allows a student to have a lower grade replaced by a higher grade in terms of the cumulative GPA. Students may, in extraordinary circumstances, petition the Academic Dean to take the repeat course at another college.

## Graduation Ceremony

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

## Withdrawal From the College

A student who wishes to withdraw from the College must make this known in writing to the Director of Student Services. A withdrawal may be effectuated by written notice by the student's instructor regarding the student's conduct, including, but not necessarily limited to, a student's lack of attendance. Only after consent is given from the office of the Academic Dean 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 online admissions procedure again. When readmitted, the student is subject to the general graduation requirements stipulated for the year of readmission.

*Return of Title IV Funds:* A student who wishes to withdraw from the college must make this known either verbally or in writing to the Academic Dean. 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 23-25) 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 Policy

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 Academic Dean 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. Total required course material equates to 45 hours for a 4.5 credit course. Online classes are held to the same number of required class hours. The quarter consists of 12 weeks, with 4, 8 or 12-week modules for courses.

### *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 educational program 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 is designed to satisfy the lower-division (freshman and sophomore level) campus-wide general education requirements at as many colleges and universities as possible.

This means that completion of the 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 TRACS (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
-Grand Canyon University [Arizona]
-The Master's College
-Azusa Pacific University
-National University
-California Preparatory College
-Life Pacific College
-San Diego Christian College
-University of Phoenix [Arizona]
-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]

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5. Additional Colleges/Universities which accept Community Christian College credits

-Wheaton College [Illinois]
-Moody Bible Institute [Illinois/Washington]
-Colorado Christian University
-Concordia College [California]
-Argosy University
-Oral Roberts University

## 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 an official Transcript Request Form from the Office of the Registrar. All official copies are $10.00 each. The fee must be paid at the time of the request. Since an original signature by the student is required, transcript requests for official transcripts cannot be sent via FAX machines. Students can pay extra to have the transcript mailed by expedited services (FedEx, Express USPS, etc.).

All students have access to their grades and an unofficial transcript through the *Populi* learning management system.

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.

## Replacement of Diploma

Students may lose their diploma through unforeseen disasters such as fire, flood or other extenuating circumstances. A newly issued diploma may be processed for a cost of $25.00. Please submit the request in writing to the Registrar.

## 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) affords 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.*

Title IX has been re-defined, as of May 2020: as "any unwelcome conduct that a reasonable person would find so severe, pervasive and objectively offensive that it denies a person equal educational access." Reports of sexual assault, dating violence, domestic violence and stalking do not need to meet the description of "severe, pervasive and objectively offensive." Stalking, domestic violence and dating violence are officially considered examples of sexual harassment under Title IX.

Community Christian College requires cross-examination of the complaining and responding parties, as well as any witnesses, during a live hearing led by institution officials. Cross-examination will be conducted by advisers for parties, including legal counsel, but not the parties themselves. The College will not use a "single investigator model," which has one official tasked with investigating, adjudicating and issuing disciplinary sanctions against respondents. Three separate officials will work through separate pieces of a single Title IX complaint process: (1) a Title IX coordinator, who receives reports of sexual misconduct; (2) an investigator, to

gather facts and interview parties and witnesses; and (3) a decision maker, to determine sanctions and remedies for parties.

Community Christian College uses the "preponderance of the evidence" standard as a burden of proof for all complaints, no matter if they involve student or faculty misconduct.

Since Title IX processes may be conducted virtually, all staff are trained on relevant technology to conduct remote investigations and hearings. Live hearings will be recorded, by transcript or audio-visually, and will be made available to parties and maintained in college records for at least seven years.

Community Christian College is only obligated to respond to reports of sexual harassment that occur off-campus if the location is in use by an officially recognized student or institution organization. Until CCC acquires student housing, the Title IX rule does not apply. Even though Community Christian College offers courses online worldwide, CCC will not handle complaints of sexual harassment that occurs outside the United States. This means any harassment or assault that happens in American education programs abroad will not be covered by Title IX, unless the College chooses to initiate misconduct policies for programs abroad.

If the Title IX coordinator receives multiple informal complaints of harassment against a single respondent, he or she is not required to begin a formal complaint process.

Community Christian College will train all personnel involved in the Title IX process and publish training materials on its website. Training will involve review of the Title IX definition of sexual harassment and the scope of the application of Title IX to college programs and activities, how to conduct a formal or informal process, and how to "serve impartially," including avoidance of "prejudgment of the facts at issue, conflicts of interest, and bias."

# Re-Enrollment Policy

Students may request to be reinstated by written request made to the Academic Dean. The Academic Dean may conduct a panel to meet with the student to review the situation. The board may consist of the student's admission representative, a professor, the Director of Financial Aid, and the Academic Dean. The final decision is that of the Academic Dean. An appeal may be made to the President of the college.

# Grievances- All Students

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. CCC wishes to provide education instruction and services of the highest quality to its students and facilitate equity and harmony in the application of policies and procedures.

When a student has a complaint or grievance, CCC has developed procedures to resolve the matter. Initial grievances regarding decisions and policies of the administration or individual with it should be filed at the lowest level possible. This grievance may be in oral form. A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the university community that in any way adversely affects the status, rights, or privileges of any student. The due process grievance procedure is as follows:

1.  The student, who believes he or she has been treated unfairly by the College, and seeks adjustment in the outcome of the situation, should make an informal complaint by discussing the issue directly with the person(s) concerned (i.e. appropriate instructor, staff member, or administrative officer) who may be able to help rectify or clarify the situation prior to initiating any other action. All academic personnel responsible for receiving complaints must maintain confidentiality by not sharing the information, but maintaining the student's privacy and seeking resolution to solve the concern or complaint.

2.  If the student believes that the grievance is unresolved, the student may submit an appeal in writing stating the nature of the grievance, the evidence upon which it is based, and the redress sought, using the *CCC Student Complaint Form*, available online.  It should be submitted to the Academic Dean, who is also the Title IX Coordinator.

3.  If the student is not in agreement with the resolution provided, the student may write a letter of appeal to the Board of Trustees for additional review.  The Board of Trustees serves as the final decision authority.  Any decision of the Board of Trustees is subject to one appeal.  At this level, the matter will be discussed and a final ruling given.  This will be documented in the student's record and the resolution will be communicated to the student in writing.

4.  All records of any complaints, such as the CCC Student Complaint Form and letters of appeal, will be archived in the Compliance Office and a Complaint Log will be kept.  The records will be kept secure in a locked cabinet to ensure confidentiality.

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

In addition, a student may file a complaint with TRACS (Transnational Association of Christian Colleges and Schools) by (1) using the TRACS Complaint Processing Form located at http://tracs.org/Documents/3.TRACSComplaintForm-AgainstInstitution_000.pdf , (2) by writing to: TRACS, 15935 Forest Road, Forest, VA  24551, or (3) by calling (434) 525-9539.

## *Grievances- Arizona Students*

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education.  The student must contact the State Board for further details.  The State Board address is: 1740 W. Adams, Suite 3008, Phoenix, AZ 85007.  Phone: (602) 542-5709 Website: www.azppse.gov

## *Grievances- Georgia Students*

In accordance with Georgia Code Section 20.3.250 (https://gnpec.georgia.gov/book/law), the Georgia Nonpublic Postsecondary Education Commission seeks to assure that GNPEC institutions maintain procedures and standards of procedural fairness through which students can bring complaints to the attention of the institution.  GNPEC expects that these institutional procedures are applied appropriately and consistently, and that students will utilize and complete these institutional procedures in an attempt to resolve any complaint or concern before submitting a complaint to the Commission.  If the institution's resolution is not satisfactory, you may appeal to the Commission, but it will not investigate a complaint unless the student has exhausted all available grievance procedures outlined by the institution. The Commission deals with things in which the institution is not in compliance with the Commission's Minimum Standards, and the student may fill out the complaint form obtained from https://gnpec.georgia.gov/student-complaint-forms.
In order to be reviewed by the Commission, the complaint must be filed within 90 calendar days from the final resolution from the institution, and it must include the following: (1) Basis for any allegation of noncompliance with GNPEC standards or requirements, (2) All relevant names and dates and a brief description of the actions forming the basis of the complaint, (3) Copies of all documents or materials related to the allegations, including institutional responses documentation and/or analysis, and (4) Proof of completion of the institutional complaint or grievance process (for students).  If the complaint regards Federal Financial Aid, it should be addressed to the U.S. Department of Education, using the following URL: https://answers.ed.gov/link/portal/28022/28025/Article/1013/Complaint-against-a-school.

## *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. All publications will be reviewed annually.

  b. The publications under consideration include: the website, the College Catalog, *Student Handbook, Faculty Handbook, Personnel Manual, Board Manual, Library Manual and Policy Manual.*

*Procedures:*

1. The publications will be reviewed by the Department Head or officer responsible for that area of the college operation. A committee may be formed to do the review.

2. The publication will be evaluated and revised to bring all information current, and to see that all information is factual and clearly presented.

3. Upon the proper completion of the publication revision, it will be presented to the Executive Committee or the Board of Trustees for approval and adopted as the official publication of the College.

# *Program*

Community Christian College, incorporated under the laws of the State of California and operating under the authority of the Bureau for Private Postsecondary Education (BPPE), confers the Associate degree upon those candidates who have satisfied the following course requirements by earning a total of 90.0 quarter credits (at least 45 quarter credits [50% of the program] must be from Community Christian College courses), with a cumulative GPA of 2.00 or higher. For the degree there are core courses and elective courses to complete. All courses 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 in Liberal Arts Degree*

Community Christian College offers a two-year program of instruction leading to the Associate of Arts in Liberal Arts degree. 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 required courses and possible elective courses distributed evenly through two years of study in six quarters (three quarters per academic year). Each course is worth from 1.5 or 4.5 quarter credits, thus yielding a degree program requirement of 90.0 quarter credits. Students must maintain a minimum 2.0 cumulative grade point average (i.e. average of all terms combined) for graduation.

Students are encouraged to take the opportunity to complete the degree in less than two years time.

In addition, there are five emphases that provide a few specialized electives in one of the following areas:
- Business Administration
- Bible and Theology
- Early Childhood Education
- Quality Assurance
- Sports Management

**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 appropriately, (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 and appreciation for the impact of the Christian faith in history and culture.

**Core Courses:**
Biology 201: Introduction to Biology (6.0)
Business 120: Business Law and Ethics (4.5)
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)
Early Childhood Education 102: Introduction to the ECE Curriculum (4.5)
Earth Science 101: Introduction to Earth Science (6.0)
English 101: Freshman Composition: Expository Writing (4.5)
English 223: Intermediate Composition and Critical Thinking (4.5)
Humanities 101: College Thinking and Learning (4.5)
Humanities 201: Self-Discovery and Life Planning (1.5)
Humanities 110: Introduction to Visual and Performing Arts (4.5)
Mathematics 101: Introduction to College Algebra (4.5)
Music 101: Music History and Appreciation (4.5)
Music 201: History of American Music (4.5)
Physical Education 101: Physical Education for Life (1.5)
Physical Education 105: Strength and Conditioning (4.5)
Political Science 130: Studies in Government Systems (4.5)
Religious Studies 110: Introduction to Global Worldviews (1.5)
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)
Social Sciences 105: Diversity, Equity, and Inclusion (1.5)
Social Sciences 120: Introduction to Social Sciences (4.5)

**Elective Courses**
+ 3 Electives

## *Emphasis in Business Administration*

**Core Courses:**
Biology 201: Introduction to Biology (6.0)
Business 101: Introduction to Business (4.5)
Business 120: Business Law and Ethics (4.5)
Business 125: Business Communications (4.5)
Business 170: Human Resources Management (4.5)
Business 201: Principles and Best Practices of Quality System Management (4.5)
Business 215: Financial Accounting Principles (4.5)
Computer Information Science 101: Introduction to Computer Information Systems (4.5)
Earth Science 101: Introduction to Earth Science (4.5)
English 101: Freshman Composition: Expository Writing (4.5)
English 223: Intermediate Composition and Critical Thinking (4.5)
Humanities 101: College Thinking and Learning I (4.5)
Humanities 110: Introduction to Visual and Performing Arts (4.5)
Humanities 201: Self-Discovery and Life Planning (1.5)
Mathematics 101: Introduction to College Algebra (4.5)
Physical Education 101: Physical Education for Life (1.5)
Political Science 130: Studies in Government Systems (4.5)
Religious Studies 110: Introduction to Global Worldviews (4.5)
Religious Studies 120: Introduction to the History and Literature of the Old and New Testaments (4.5)
Social Sciences 105: Diversity, Equity, and Inclusion (1.5)
Social Sciences 120: Introduction to Social Sciences (4.5)

**Elective Emphasis Courses:**
Business 101: Introduction to Business (4.5)
Business 170: Human Resources Management (4.5)
Business 120: Business Law and Ethics (4.5)
Business 125: Business Communications (4.5)

Business 215: Financial Accounting Principles (4.5)
Computer Information Science 101: Introduction to Computer Information Systems (4.5)

## *Emphasis in Bible and Theology*

**Core Courses:**
Biology 201: Introduction to Biology (6.0)
Computer Information Science 101: Introduction to Computer Information Systems (4.5)
English 101: Freshman Composition: Expository Writing (4.5)
English 223: Intermediate Composition and Critical Thinking (4.5)
Humanities 101: College Thinking and Learning (4.5)
Humanities 110: Introduction to Visual and Performing Arts (4.5)
Humanities 201: Self-Discovery and Life Planning (1.5)
Mathematics 101: Introduction to College Algebra (4.5)
Physical Education 101: Physical Education for Life (1.5)
Political Science 130: Studies in Government Systems (4.5)
Religious Studies 110: Introduction to Global Worldviews (1.5)
Religious Studies 120: Introduction to the History and Literature of the Old and New Testaments (4.5)
Religious Studies 201: Introduction to Systematic Theology (4.5)
Religious Studies 205: Introduction to Apologetics (4.5)
Religious Studies 215: Homiletics (4.5)
Religious Studies 217: Methods of Biblical Interpretation (4.5)
Religious Studies 223: Foundations of Christian Missions (4.5)
Social Sciences 105: Diversity, Equity, and Inclusion (4.5)
Social Sciences 120: Introduction to Social Sciences (4.5)

**Elective Emphasis Courses:**
Religious Studies 120: Introduction to the History and Literature of the Old and New Testaments (4.5)

Religious Studies 201: Introduction to Systematic Theology (4.5)

Religious Studies 205: Introduction to Apologetics (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)

## *Emphasis in Construction*

**Core Courses:**
Biology 201: Introduction to Biology (6.0)
Computer Information Science 101:  Introduction to Computer Information Systems (4.5)
English 101: Freshman Composition: Expository Writing (4.5)
English 223: Intermediate Composition and Critical Thinking (4.5)
Humanities 101: College Thinking and Learning I (4.5)
Humanities 110: Introduction to Visual and Performing Arts (4.5)
Humanities 201: Self-Discovery and Life Planning (1.5)
Mathematics 101: Introduction to College Algebra (4.5)
Physical Education 101: Physical Education for Life (1.5)
Psychology 101: Introduction to Psychology (4.5)
Religious Studies 110: Introduction to Global Worldviews (1.5)
Religious Studies 120: Introduction to the History and Literature of the Old and New Testaments (4.5)
Sociology 201: Introduction to Sociology (4.5)

**Elective Emphasis Courses:**
Construction 101: Introduction to Construction and Christian Faith Integration (4.5)
Construction 102: Construction Tools, Safety, Union, and Planning Departments (4.5)
Construction 103: Wood, Electrical, and Painting in Construction (4.5)
Construction 104: Metal, Bricklaying, Concrete, Rebar and Plumbing in Construction (4.5)
Construction 105: CPR and PSHA Training and Construction Internship (4.5)
Construction 106: Construction Internship II (4.5)

## *Emphasis in Early Childhood Education*

**Core Courses:**
Biology 201: Introduction to Biology (6.0)
Communication 210: Elements of Public Speaking (4.5)
Computer Information Science 101:  Introduction to Computer Information Systems (4.5)
Early Childhood Education 101: Child Development (4.5)
Early Childhood Education 102: Introduction to ECE Curriculum (4.5)
Early Childhood Education 103: The Home, School and Community (4.5)
Early Childhood Education 104: Active Learning Environments (4.5)
Early Childhood Education 106: Supervision and Administration (4.5)
Early Childhood Education 107: Child Health, Safety, and Nutrition (4.5)
English 101: Freshman Composition: Expository Writing (4.5)
English 223: Intermediate Composition and Critical Thinking (4.5)
Humanities 101: College Thinking and Learning (4.5)
Humanities 110: Introduction to Visual and Performing Arts (4.5)
Humanities 201: Self-Discovery and Life Planning (1.5)
Mathematics 101: Introduction to College Algebra (4.5)
Physical Education 101: Physical Education for Life (1.5)
Political Science 130: Studies in Government Systems (4.5)
Religious Studies 110: Introduction to Global Worldviews (1.5)
Religious Studies 120: Introduction to the History and Literature of the Old and New Testaments (4.5)
Social Sciences 105:  Diversity, Equity, and Inclusion
Social Sciences 120:  Introduction to Social Sciences (4.5)

**Elective Emphasis Courses:**
ECE 101: Introduction to Child Development (4.5)
ECE 102: Introduction to ECE Curricula (4.5)
ECE 103: The Home, School and Community (4.5)

ECE 104: Active Learning Environments (Hands-on Curricula) (4.5)
ECE 105: Infant and Toddler Development (4.5)
   or ECE 106: Child Care Center supervision and Administration (4.5)
ECE 107: Child Health, Safety and Nutrition (4.5)

**Additional ECE Electives**:
ECE 108: Assessment, Guidance and Observation of Young Children (4.5)
ECE 109: Music and Movement (4.5)
ECE 110: Creative Art Experiences (4.5)

# *Emphasis in Music*

**Core Courses:**
Biology 201: Introduction to Biology (6.0)
Communications 210: Elements of Public Speaking (4.5)
Computer Information Science 101: Introduction to Computer Information Systems (4.5)
Earth Science 101: Introduction to Earth Science (6.0)
English 101: Freshman Composition: Expository Writing (4.5)
English 223: Intermediate Composition and Critical Thinking (4.5)
Humanities 101: College Thinking and Learning (4.5)
Humanities 110: Introduction to Visual and Performing Arts (4.5)
Humanities 201: Self-Discovery and Life Planning (1.5)
Mathematics 101: Introduction to College Algebra (4.5)
Music 101: Music History and Appreciation (4.5)
Music 102: Elements of Basic Music Theory (4.5)
Music 103: Ear Training and Sight Singing (4.5)
Music 201: History of American Music (4.5)
Music 202: Instrumental Music Sampler (4.5)
Music 203: Choral Music Sampler (4.5)
Physical Education 101: Physical Education for Life (1.5)
Religious Studies 110: Introduction to Global Worldviews (1.5)
Religious Studies 120: Introduction to the History and Literature of the Old and New Testaments (4.5)
Social Sciences 105: Diversity, Equity, and Inclusion (1.5)

Social Sciences 120: Introduction to Social Sciences (4.5)

**Elective Emphasis Courses**:
Music 101: Music History and Appreciation (4.5.)
Music 102: Elements of Basic Music theory (4.5)
Music 103: Ear Training and Sight Singing (4.5)
Music 121; Performance Practicum: Concert Choir I (1.0)
Music 122: Performance Practicum: Concert Choir II (1.0)
Music 123: Performance Practicum: Concert Choir III (1.0)
Music 124: Performance Practicum: Concert Choir IV (1.0)
Music 201: History of American Music (4.5)
Music 202: Instrumental Music Sampler (4.5)
Music 203: Choral Music Sampler (4.5)
Music 221: Advanced Performance Practicum: Concert Choir I (1.0)
Music 222: Advanced Performance Practicum: Concert Choir II (1.0)
Music 223: Advanced Performance Practicum: Concert Choir III (1.0)
Music 224: Advanced Performance Practicum: Concert Choir IV (1.0)

# *Emphasis in Quality Assurance*

**Core Courses:**
Biology 201: Introduction to Biology (6.0)
Business 201: Principles and Best Practices of Quality System Management (4.5)
Business 202: Teams and Team Tools (4.5)
Business 205: Introduction to Project Management (4.5)
Business 210: Introduction to Process Mapping (4.5)
Business 220: Introduction to Lean Six Sigma (4.5)
Business 230: Leaders and Lessons Learned (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)
English 223: Intermediate Composition and Critical Thinking (4.5)
Humanities 101: College Thinking and Learning (4.5)

Humanities 110: Introduction to Visual and Performing Arts (4.5)
Humanities 201: Self-Discovery and Life Planning (1.5)
Mathematics 101: Introduction to College Algebra (4.5)
Physical Education 101: Physical Education for Life (1.5)
Religious Studies 110: Introduction to Global Worldviews (1.5)
Religious Studies 120: Introduction to the History and Literature of the Old and New Testaments (4.5)
Social Sciences 105: Diversity, Equity, and Inclusion (1.5)
Social Sciences 120: Introduction to Social Sciences(4.5)

**Elective Emphasis Courses:**
Business 201: Principles and Best Practices of Quality System Management (4.5)
Business 202: Teams and Team Tools (4.5)
Business 205: Introduction to Project Management (4.5)
Business 210: Introduction to Process Mapping (4.5)
Business 220: Introduction to Lean Six Sigma (4.5)
Business 230: Leaders and Lessons Learned (4.5)

## *Emphasis in Sports Management*

**Core Courses:**
Biology 201: Introduction to Biology (6.0)
Business 299: Essentials of Management (4.5)
Communications 210: Elements of Public Speaking (4.5)
Computer Information Science 101: Introduction to Computer Information Systems (4.5)
Earth Science 101: Introduction to Earth Science (4.5)
English 101: Freshman Composition: Expository Writing (4.5)
English 223: Intermediate Composition and Critical Thinking (4.5)
Humanities 101: College Thinking and Learning (4.5)
Humanities 110: Introduction to Visual and Performing Arts (4.5)
Humanities 201: Self-Discovery and Life Planning (1.5)

Mathematics 101: Introduction to College Algebra (4.5)
Physical Education 101: Physical Education for Life (1.5)
Physical Education 105: Strength and Conditioning (4.5)
Political Science 130: Studies in Government Systems (4.5)
Religious Studies 110: Introduction to Global Worldviews (1.5)
Religious Studies 120: Introduction to the History and Literature of the Old and New Testaments (4.5)
Social Sciences 105: Diversity, Equity, and Inclusion (1.5)
Social Sciences 120: Introduction to Social Sciences (4.5)
Sports Management 101: Introduction to Sports Management (4.5)
Sports Management 120: Sports Officiating (4.5)
Sports Management 130: Sport Facilities Management (4.5)
Sports Management 205: Principles of Marketing (4.5)

**Electives Emphasis Courses:**
SPM 101: Introduction to Sports Management (4.5)
BUS 299: Essentials of Management (4.5)
Physical Education 105: Strength and Conditioning (4.5)
SPM 120: Sports Officiating (4.5)
SPM 130: Sport Facilities Management (4.5)
SPM 205: Principles of Marketing (4.5)

## *Additional Electives:*

Biology 202: Introduction to Biology II (6.0)
Biology 210: Introduction to Anatomy & Physiology I (6.0)
Biology 211: Introduction to Anatomy & Physiology II (6.0)
Business 105: Personal Finance (4.5)
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)

Business 298: Teams and the Work Process (4.5)
Business 299: Essentials of Management (4.5)
Chemistry 101: Introduction to Chemistry I (6.0)
Chemistry 102: Introduction to Chemistry II (6.0)
Communications 101: Communication Concepts (4.5)
Communications 215 (Religious Studies 211): Homiletics (4.5)
Earth Science 101: Introduction to Earth Science (6.0)
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)
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)
History 110: Introduction to Church History (4.5)
History 210: Survey of American History (4.5)
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 Mathematics (4.5)
Philosophy 201: Introduction to Philosophy (4.5)
Philosophy 210: Ethical Decisions in the Workplace (4.5)
Political Science 205: Introduction to U.S. Government (4.5)
Psychology 101: Introduction to Psychology (4.5)
Psychology 102: Introduction to Psychology and Biblical Counseling (4.5)
Religious Studies 211: Life of Christ (4.5)
Religious Studies 212: Paul's New Testament Letters (4.5)
Religious Studies 223: Foundations of Christian Missions (4.5)
Sociology 201: Introduction to Sociology (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]

# *Course Descriptions*

## *Biological and Physical Sciences*

**Biology 201 (BIO 201): Introduction to Biology with Lab (6.0)**
This course presents a survey for non-majors of life processes, including biological molecules, cells, heredity, and evolutionary theory. It includes a full science lab component. 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 201L (BIO 201L): Introduction to Biology (1.5)**
The full science lab component to accompany Biology 201 when offered as a 4.5 credit course.

**Biology 202 (BIO 202): Introduction to Biology II with Lab (6.0)**
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. It includes a full science lab component.. A materials fee will be applied. (Pre-requisite: Biology 201)

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 202L (BIO 202L): Biology Laboratory (1.5)**
The full science lab component to accompany Biology 202 when offered as a 4.5 credit course.

**Biology 210 (BIO 210): Introduction to Anatomy and Physiology I with Lab (6.0)**
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). It includes a full science lab component: three hours of lab each week.

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

**Biology 210L (BIO 210L): Anatomy and Physiology I Laboratory (1.5)**
The full science lab component to accompany Biology 210 when offered as a 4.5 credit course.

**Biology 211 (BIO 211): Introduction to Anatomy & Physiology II with Lab (6.0)**
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. It includes a full science lab component.

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

**Biology 211L (BIO 211L): Anatomy & Physiology II Laboratory (1.5)**
The full science lab component to accompany Biology 211 when offered as a 4.5 credit course.

**Chemistry 101 (CHE 101): Introduction to Chemistry with Lab (6.0)**
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. This course includes a full science lab component.

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 101L (CHE 101L): Introduction to Chemistry (1.5)**
The full science lab component to accompany Chemistry 101 when offered as a 4.5 unit course.

**Chemistry 102 (CHE 102): Introduction to Chemistry II with Lab (6.0)**
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. This course includes a full science lab component.

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.

**Chemistry 102 L (CHE 102L): Chemistry Laboratory (1.5)**
The full science lab component to accompany Chemistry 102 when offered as a 4.5. unit course.

**Earth Science 101 (ESC 101): Introduction to Earth Science with Lab (6.0)**
This course covers earth science including physical and historical geology, meteorology and descriptive astronomy; the economic, social and philosophic aspects of the subject matter. This course includes a full science lab component..

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 (PHY 101): Introduction to Physics with Lab (6.0)**
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. This course includes a full science lab component.

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.

**Physics 101L (PHY 101L: Physics Laboratory (1.5)**
The full science lab component to accompany Physics 101 when offered as a 4.5. unit course.

# Business and Information Technology

**Business 101 (BUS 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 (BUS 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 (BUS 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 (BUS 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 (BUS 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 and 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 (BUS 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 marking situations to analyze and explain the strategies chosen by professional marketers.

**Business 150 (BUS 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 (BUS 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 (BUS 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 (BUS 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 (BUS 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 201 (BUS 201): Principles and Best Practices of Quality System Management (4.5)**
This quality assurance course provides the basic framework, knowledge base and best practices of Quality Systems Management. The core competency is the understanding of how the elements of quality management comprise a systemic approach to process improvement. The skills covered are those of data collection, identification of customer performance metrics, process mapping, and the calculation of return on investment (ROI).

Students will demonstrate how the integration of the elements of quality system management comprise a systemic approach to process improvement, will explain and demonstrate skilled calculation of savings from improvements, and will document and walk through the systematic application of quality-related applications.

**Business 202 (BUS 202): Teams and Team Tools (4.5)**
This quality assurance course builds a core competency in team building. The course builds skills in the use of introductory team data collection tools and their utilization by the team.

Students will align team and tool use with the traditional emphasis on improving outcomes and reducing defects. Student teams will be formed to complete designated assignments.

**Business 205 (BUS 205): Introduction to Project Management (4.5)**
This quality assurance course introduces a core competency of project management, builds skills in the use of adaptive planning necessary in the contemporary project management environment, and demonstrates the employment such traditional project tools as "float." This course advances skills in what is termed the "Agile" balance of project initiatives that require simultaneous management over against the completion of one lateral, fully executed project element. Students will consider how the theory of project management may be useful in their own degree projects.

Students will consider how the theory of project management may be useful in their own degree projects. They will demonstrate how the elements of quality-based project management assist a systemic approach to process improvement, will explain and demonstrate how quality-based project management assists the skilled calculation of savings from improvements, and document and walk through the systematic application of quality-related principles and best practices in project management.

**Business 210 (BUS 210): Introduction to Process Mapping (4.5)**
This quality assurance course teaches the fundamental principles and best practices of process management. The core competency is the understanding of the linkages between the key elements of systematic process mapping. The course provides skills for distinguishing which elements are value-added and non-value-added. Teams will understand how process mapping is to be used in their degree projects.

Students will demonstrate how process mapping helps comprise a systemic approach to measurable process improvements via projects, will explain and demonstrate skilled calculation of savings from process mapping, and will document and walk through the systematic application of process mapping that apply to projects.

**Business 215 (BUS 215): 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.

**Business 216 (BUS 216): 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 BUS 215

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 220 (BUS 220): Introduction to Lean Six Sigma (4.5)**

This course introduces the concepts of Lean Thinking within the larger context of Quality Systems Management. The course adds significant vocabulary to the QSM lexicon such as muda (waste) and kaizen (gradual improvement). The course builds core competency in identifying opportunities for Lean-centered improvements and skills in executing improvements.

Students will demonstrate how the elements of six sigma management assist a systemic approach to process improvement, will explain and demonstrate the skilled calculation of savings from six sigma-based improvements, and will document and walk through the systematic application of quality-related, six sigma-based applications.

**Business 230 (BUS 230): Leaders and Lessons Learned (4.5)**

Students will read case-studies, visit the websites of leaders who have implemented quality systems management practices in their own organizations, and listen to lessons learned from the leaders themselves. The course builds a core competency in understanding the actions that constitute successful leadership in applying quality systems. The course builds skills in delineating which practices are the ones most effectively employed and why they were successful.

Students will demonstrate how specific leaders in particular and leaders in general have applied the principles and best practices of quality systems management, will explain and demonstrate how specific leaders in particular and leaders in general have achieved savings from quality-based improvements, and will document and walk through the systematic application of quality-related lessons learned by leaders.

**Business 298 (BUS 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 (BUS 299): Essentials of Management (4.5)**
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 (CIS 101): Introduction to Computer Information Systems (4.5)**
This course is an introduction to information technology concepts and skills with a focus on the use of a word processor, spreadsheets, presentation, and drawing software. In addition, students will learn to discern the proper system specification to support the correct download and installation of software and verify proper installation.

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.

# Construction

**Construction 101 (COT 101)**: **Introduction to Construction and Christian Faith Integration (4.5 – 6 weeks)**
This course is for individuals starting in the construction industry.  Emphasis is placed on an overall look at the industry and in faith integration.  Topics include:  starting a construction business, reading construction drawings and blue prints, wall framing components and construction sequence, determining load bearing and non-bearing walls, and common house engineering mistakes.   Also included is a review of faith at work, supporting Bible verses, and prayers for the workday. An examination of cathedral construction and an overall historical review of building construction are presented.

**Construction 102 (COT 102): Construction Tools, Safety, Unions, and Planning Departments  (4.5– 6 weeks)**
In this course, students are presented with the typical tools used in the construction industry, safety requirements, the discussion of the benefits and detriments of joining a union, and issues confronted when dealing with the various rules imposed by the planning departments. Topics include: creating the best beginner's tool kit, the correct names for tools, reviews of power tools, properly using a measuring tape and speed square.  Also included are reviews of: union membership requirements, best practices when dealing with planning departments, OHSA and cleaning requirements for maintaining a safe work environment.

**Construction 103 (COT 103):  Wood, Electrical, and Painting in Construction** (4.5 Units – 6 weeks)
This course will examine the wooden components of framing a building. Topics include: Exterior wall framing such as; layout, sheathing, securing, straightening, spring-bracing, advanced techniques, identifying OSB, ZIP, and Plywood boards, and precision Japanese framing. Interior wall construction including: load and non-load bearing walls, wall corners, interior doors, and stud spacing.  Wood floor framing including: Sealer, floor layout, joist installation, blocking, cripples, and tongue and groove subflooring.  Roof framing including:  Rafter layout, cutting common and hip rafters, erection, and converting flat to vaulted ceiling. Also examined are multiple dry walling techniques and stairs construction. Painting including: Using the correct paintbrush, taping, caulking, and making a straight line. Electrical topics include: Pulling cable, wiring bathrooms, review of overall home wiring and diagrams, electoral panels, main breaker panels, neutral wiring, and splicing.

**Construction 104 (COT 104):  Metal, Bricklaying, Concrete, Rebar and Plumbing in Construction** (4.5 Units – 6 weeks)
This course will examine alternative building materials since style and location may dictate the type of materials like bricks, metal, and concrete.  Topics presented include: metal framing, stud framing, stud walls, box headers, trusses and load capacity, ceiling framing, brick laying, mixing mortar, types and quality of concrete, curing, how to use rebar, slab reinforcement, sold slab and high-rise core rebar and post tension slabs. Additional focus is on plumbing including: how it works, overview of the system, bathrooms, toilets, island sinks, high-rise condominium, mainline, renovation, and cleanouts.

**Construction 105 (COT 105):  CPR and OSHA Training and Construction Internship** I (4.5– 12 weeks)
In this course, students complete an introductory practical placement in an entry-level position under supervision within a construction discipline and complete a CPR and OSHA Safety course. Students establish essential performance and learning goals and apply course content in a practical setting to achieve internship course goals. Additionally, students reflect on their experience and enhance their professional skills in the workplace. Internships are either paid (with a minimum of 288 on-site hours that may be off-set by hours spent in CPR/OSHA training) or non-paid (with a minimum of 144), per employer agreement. Internship sites are either selected from placements offered by the college or proposed by the student.

**Construction 106 (COT 106):  Construction Internship**  (4.5—12 weeks)  Prerequisite: OSHA Safety Certification and CPR Certification

In this course, students complete a practical experience under supervision within a construction discipline. Students establish essential performance and learning goals and apply course content in a practical setting to achieve internship course goals. Additionally, students reflect on their experience and enhance their professional skills in the workplace. Internships are either be paid (with a minimum of 288 on-site hours) or non-paid (with a minimum of 144 on-site hours), per employer agreement. Internship sites are either selected from placements offered by the college or proposed by the student.

Caveat:   All placements, CPR and OSHA training site must be approved by the department chair prior to course registration.

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# *Health and Physical Education*

### Health Science 101 (HSC 101):  Introduction to Health Science (4.5)
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 (PED 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.

### Physical Education 105 (PED 105): Strength and Conditioning (4.5)
In-depth kinesiology and training for competitive development of strength and conditioning.  Theories and practices explored apply to both individuals and teams.  Prerequisites: None.

Students are introduced to disciplines which result in methodical health management for players, coaches and other personnel.  Students are also acquainted with new, diverse career opportunities, e.g. nutritionist, physical therapist, and medical staff such as a nurse or physician.

# *Humanities and Fine Arts*

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

### Communication 101 (COM 101): Communication Concepts (4.5)
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.

### Communication 105 (COM 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.

### Communication 210 (COM 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 (ECO 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.

### Economics 231 (ECO 231): Introduction to 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.

**Economics 232 (ECO 232): Introduction to 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.

**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 (ENG 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 (ENG 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 (ENG 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 (ENG 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 (ENG 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 (ENG 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 (ENG 215): Literature of C.S. Lewis (4.5)**
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 (ENG 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 (ENG 223):  Intermediate Composition and Critical Thinking (4.5)**
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.  (Prerequisite:  English 101).

**History 101 (HIS 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 (HIS 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 (HIS 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 21$^{st}$ 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 (HIS 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.

**Humanities 101 (HUM 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.

**Humanities 110 (HUM 110): 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.

**Humanities 201 (HUM 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.

**Music 101 (MUS 101): Music History and Appreciation (4.5)**
In Music History and Appreciation, students will discuss specific eras in Western Music in their chronological history of development. The course will be lively and interactive, and students will listen to selected musical pieces from the Middle Ages to the present. Students will learn significant events and cultures that influenced musical styles and composers; examples include the invention of the piano and the Industrial Revolution. There are no pre-requisites for this course.

Students will develop an ability to use terminology to distinguish and comment on specific exemplary forms of music (e.g. a) sacred music, b) secular music, c) program music, d) absolute music, e) chamber music, and f) symphonic music.

**Music 102 (MUS 102): Elements of Basic Music Theory (4.5)**
This course introduces students in the general subject of music. The course is designed to help students acquire very practical skills and competencies including: (a) skills needed to read and write Western music notation, (b) skills useful, as well as to understand, analyze, and listen to music in an informed way. Topics include the fundamentals of Western music theory, from the absolute basics to some more advanced concepts. Useful terminology includes (a) melody, (b) intervals, (c) clefs, (d) rhythm, (e) form, (f) meter, (g) chords, (h) timbre, and (i) basic harmony.

Students will be able to: Students will be able to: 1) Discuss specific eras in Western Music in their chronological history of development, 2) Identify music repertoire from the Middle Ages to the 20th Century through listening, 3)Discuss significant events and cultures that influenced musical styles and composers, 4) Define terminology to distinguish and comment on specific exemplary forms of music: a) sacred music, b) secular music, c) program music, d) absolute music, e) chamber music, and f) symphonic music, 5) Recognize and describe instruments from the Renaissance, 6) Name and describe the characteristics of the 4 families of instruments, and 7) Name composers from the Renaissance through to the 20th Century.

**Music 103 (MUS 103): Ear Training and Sight Singing (4.5)**
This course provides the student with knowledge to sing and play notated music (both pitch and rhythm) as well as to notate music that the student hears (aural dictation). This course focuses on the development of skills related to the notation, performance and aural recognition of music and includes meter, rhythm, diatonic melodies, triads, solfeggio, intervals, and harmonic function.

Students will learn to apply a method of sight singing to diatonic melodies in treble and bass clef and demonstrate simple rhythms.

**Music 121 (MUS 121): Performance Practicum I (1.0)**
The Performance Practicum course is an innovative and nationally groundbreaking course because it is designed to fully create the Chorus experience through a blended format of virtual online teaching and discussion, and virtual and in-Concert rehearsal and performance. This course is designed to blend the students' academic study, knowledge of practical examples and experiential learning through an actual performance of music biannually. The course topics include the study of characteristics of choral literature from the Renaissance, Baroque, Classical, Romantic and contemporary style periods (including Jazz and Pop). Throughout this course, faculty will lead students through practice and experiences with both unaccompanied and instrumentally accompanied works. The course has no prerequisites.

The course will meet throughout the academic year, mainly online, but with designated short meetings for practice and performance as a Chorus. The chorus aims to perform two concerts, one each in May and December, with the emphasis in December on sacred or traditional Christmas music. Students are welcome to attend from across the nation with both concerts performed in the nation's capital, Washington, D.C.

Students will demonstrate knowledge of different genres of music as well as acquired performance techniques.

**Music 122 (MUS 122): Performance Practicum II (1.0)**
The Performance Practicum course is an innovative and nationally groundbreaking course because it is designed to fully create the Chorus experience through a blended format of virtual online teaching and discussion, and virtual and in-Concert rehearsal and performance. This course is designed to blend the students' academic study, knowledge of practical examples and experiential learning through an actual performance of music biannually. The course topics include the study of characteristics of choral literature from the Renaissance, Baroque, Classical, Romantic and contemporary style periods (including Jazz and Pop). Throughout this course, faculty will lead students through practice and experiences with both unaccompanied and instrumentally accompanied works. The course has no prerequisites.

The course will meet throughout the academic year, mainly online, but with designated short meetings for practice and performance as a Chorus. The chorus aims to perform two concerts, one each in May and December, with the emphasis in December on sacred or traditional Christmas music. Students are welcome to attend from across the nation with both concerts performed in the nation's capital, Washington, D.C.

Students will demonstrate knowledge of different genres of music as well as acquired performance techniques.

**Music 123 (MUS 123): Performance Practicum III (1.0)**

The Performance Practicum course is an innovative and nationally groundbreaking course because it is designed to fully create the Chorus experience through a blended format of virtual online teaching and discussion, and virtual and in-Concert rehearsal and performance. This course is designed to blend the students' academic study, knowledge of practical examples and experiential learning through an actual performance of music biannually. The course topics include the study of characteristics of choral literature from the Renaissance, Baroque, Classical, Romantic and contemporary style periods (including Jazz and Pop). Throughout this course, faculty will lead students through practice and experiences with both unaccompanied and instrumentally accompanied works. The course has no prerequisites.

The course will meet throughout the academic year, mainly online, but with designated short meetings for practice and performance as a Chorus. The chorus aims to perform two concerts, one each in May and December, with the emphasis in December on sacred or traditional Christmas music. Students are welcome to attend from across the nation with both concerts performed in the nation's capital, Washington, D.C.

Students will demonstrate knowledge of different genres of music as well as acquired performance techniques.

**Music 124 (MUS 124): Performance Practicum IV (1.0)**

The Performance Practicum course is an innovative and nationally groundbreaking course because it is designed to fully create the Chorus experience through a blended format of virtual online teaching and discussion, and virtual and in-Concert rehearsal and performance. This course is designed to blend the students' academic study, knowledge of practical examples and experiential learning through an actual performance of music biannually. The course topics include the study of characteristics of choral literature from the Renaissance, Baroque, Classical, Romantic and contemporary style periods (including Jazz and Pop). Throughout this course, faculty will lead students through practice and experiences with both unaccompanied and instrumentally accompanied works. The course has no prerequisites.

The course will meet throughout the academic year, mainly online, but with designated short meetings for practice and performance as a Chorus. The chorus aims to perform two concerts, one each in May and December, with the emphasis in December on sacred or traditional Christmas music. Students are welcome to attend from across the nation with both concerts performed in the nation's capital, Washington, D.C.

Students will demonstrate knowledge of different genres of music as well as acquired performance techniques.

**Music 201 (MUS 201): History of American Music (4.5)**

The History of American Music uses the history of jazz as the over-all framework to follow the development of music which may truly be called "American." Topics include: (a) the history of jazz, from the colonial period through the twentieth century, (b) sacred and secular vocal and instrumental music, and (c) the influence of European and African practices in concert music and jazz. This course uses diverse examples from creations of major artists, groups, and periods to illustrate stages in the development of American music. Useful terminology includes ragtime, New Orleans jazz, improvisation, the swing era, Latin jazz, and bebop. This course does not require a prerequisite.

Students will learn to distinguish between the various time periods and various types of jazz as well as other types of American music.

**Music 202 (MUS 202): Instrumental Music Sampler (4.5)**

This course traces the origin and history of the four families of musical instruments: string, woodwind, brass, percussion (including piano) used in contemporary orchestras and win ensembles. Topics include: (a) early examples of musical instruments, (b) the historical and aesthetic forces which influenced the development of

the early instruments into the modern instruments in use today and the medium by which they are played. There are no prerequisites for this course.

Students will learn useful terminology such as embouchure, range, polyphonic, wind ensemble, and symphonic orchestra.

**Music 203 (MUS 203): Choral Music Sampler (4.5)**
This course explores choral music from a wide variety of cultures and time periods through study and extensive listening of vocal/choral music. The course emphasizes the basics of vocal technique, sight-reading, music theory and music history as it related to sacred, secular, jass, musical theatre, and other genres.

Students will develop vocal technique and musicianship, as well as expand critical thinking skills through the analysis of musical elements, including form and text.

**Music 221 (MUS 221): Advanced Performance Practicum I (1.0)**
The Performance Practicum course is an innovative and nationally groundbreaking course because it is designed to fully create the Chorus experience through a blended format of virtual online teaching and discussion, and virtual and in-Concert rehearsal and performance. This course is designed to blend the students' academic study, knowledge of practical examples and experiential learning through an actual performance of music biannually. The course topics include the study of characteristics of choral literature from the Renaissance, Baroque, Classical, Romantic and contemporary style periods (including Jazz and Pop). Throughout this course, faculty will lead students through practice and experiences with both unaccompanied and instrumentally accompanied works.

The course will meet throughout the academic year, mainly online, but with designated short meetings for practice and performance as a Chorus. The chorus aims to perform two concerts, one each in May and December, with the emphasis in December on sacred or traditional Christmas music. Students are welcome to attend from across the nation with both concerts performed in the nation's capital, Washington, D.C.

**Music 222 (MUS 222): Advanced Performance Practicum II (1.0)**
The Performance Practicum course is an innovative and nationally groundbreaking course because it is designed to fully create the Chorus experience through a blended format of virtual online teaching and discussion, and virtual and in-Concert rehearsal and performance. This course is designed to blend the students' academic study, knowledge of practical examples and experiential learning through an actual performance of music biannually. The course topics include the study of characteristics of choral literature from the Renaissance, Baroque, Classical, Romantic and contemporary style periods (including Jazz and Pop). Throughout this course, faculty will lead students through practice and experiences with both unaccompanied and instrumentally accompanied works.

The course will meet throughout the academic year, mainly online, but with designated short meetings for practice and performance as a Chorus. The chorus aims to perform two concerts, one each in May and December, with the emphasis in December on sacred or traditional Christmas music. Students are welcome to attend from across the nation with both concerts performed in the nation's capital, Washington, D.C.

**Music 223 (MUS 223): Advanced Performance Practicum III (1.0)**
The Performance Practicum course is an innovative and nationally groundbreaking course because it is designed to fully create the Chorus experience through a blended format of virtual online teaching and discussion, and virtual and in-Concert rehearsal and performance. This course is designed to blend the students' academic study, knowledge of practical examples and experiential learning through an actual performance of music biannually. The course topics include the study of characteristics of choral literature from the Renaissance, Baroque, Classical, Romantic and contemporary style periods (including Jazz and Pop).

Throughout this course, faculty will lead students through practice and experiences with both unaccompanied and instrumentally accompanied works.

The course will meet throughout the academic year, mainly online, but with designated short meetings for practice and performance as a Chorus. The chorus aims to perform two concerts, one each in May and December, with the emphasis in December on sacred or traditional Christmas music. Students are welcome to attend from across the nation with both concerts performed in the nation's capital, Washington, D.C.

**Music 224 (MUS 224): Advanced Performance Practicum IV (1.0)**
The Performance Practicum course is an innovative and nationally groundbreaking course because it is designed to fully create the Chorus experience through a blended format of virtual online teaching and discussion, and virtual and in-Concert rehearsal and performance. This course is designed to blend the students' academic study, knowledge of practical examples and experiential learning through an actual performance of music biannually. The course topics include the study of characteristics of choral literature from the Renaissance, Baroque, Classical, Romantic and contemporary style periods (including Jazz and Pop). Throughout this course, faculty will lead students through practice and experiences with both unaccompanied and instrumentally accompanied works.

The course will meet throughout the academic year, mainly online, but with designated short meetings for practice and performance as a Chorus. The chorus aims to perform two concerts, one each in May and December, with the emphasis in December on sacred or traditional Christmas music. Students are welcome to attend from across the nation with both concerts performed in the nation's capital, Washington, D.C.

**Philosophy 201 (PHI 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 (PHI 210): Ethical Decisions in the Workplace (4.5)**
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 (REL 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 (REL 105): Introduction to the History and Literature of the New Testament (4.5)**

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 120 (REL 120): Introduction to the History and Literature of the Old and New Testaments (4.5)**
This course is designed to acquaint the student with the history and literature of the Biblical Old and New Testaments. The Old Testament is a historical and literary product of particular historical eras, as is the New Testament. Topics explored are creation, the fall of humanity into sin, redemption, the people of God, the Gospels and letters of the New Testament, Christology, the Church and Society with application to the twenty-first-century.

Students will demonstrate their facility in critical thinking of the historical and literary elements through written assignments and discussion.

**Religious Studies 201 (REL 201): Introduction to Systematic Theology (4.5.)**
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 (REL 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 (REL 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. (Pre-requisites: Religious Studies 101, 105, English 223, and Philosophy 201).

**Religious Studies 211 (REL 211): Life of Christ (4.5)**
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 (REL 212): Paul's New Testament Letters (4.5)**
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 (REL 215) = Communications 215 (COM 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 (REL 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 (REL 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 (SPA 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 (SPA 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 (SPA 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 (SPA 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 (MAT 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 (MAT 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 (MAT 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 (MAT 101): Introduction to College Algebra (4.5)**
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 (MAT 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 (MAT 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: Introduction to Child Development (4.5)
This course is an introduction to child development from conception through adolescence, with the interaction between the maturational processes and environmental factors that relate to physical and psychosocial growth. This is a core course for teachers and assistants in early childhood programs in California.

Students will study developmental theory and investigate research methods as well as observe and interview children, evaluate individual differences and learn various stages of develop-ment. The effect of cultural influence on development will be studied.

### ECE 102: Introduction to ECE and Curriculum (4.5)
This course is an overview of knowledge and skills that relate to providing appropriate curriculum environments for young children from birth to age 10. This is a core course for all teachers and assistants in early childhood programs in California.

Students will examine the teacher's role in supporting development in appropriate learning environments for all young children by using observation and strategies emphasizing the essential role of play. There will be an introduction to content areas that include language, literacy, social and emotional learning, spiritual development, art and creativity, music and movement, and science. Appropriate practices will be emphasized.

### ECE 103: The Home, School and Community (4.5)
This course examines the interconnection among the development of the child from birth to adolescence in the home, the family, the school, and the community. Emphasis is placed on the importance of developing relationships that support and empower families. The influence of social agencies such as family services, churches, educational systems, media and peers, as well as, diversity in the family, will be explored. Additional topics include parenting, roles of teachers, children with special needs, abuse, neglect, and social policies. This is a core course for all teachers and assistants in early childhood programs in California.

Students will be empowered to direct and guide families using resources from the community.

### ECE 104: Active Learning Environments (Hands-on Curricula) (4.5)
The focus of this course will be to teach students to integrate creativity and learning, while taking into account the various components that make up the child's environment that is conducive for learning. This is an elective course in California.

The student will learn to plan and develop weekly activities in a lesson-plan format, as well as, learn to incorporate a schedule for the entire school day. Presented in this course will be the importance of play that includes an integration of the curriculum for developing preschoolers. Students will learn how to arrange indoor/outdoor space, incorporating 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)

In this course, students will study infants and toddlers from pre-conception to age five, including physical, cognitive, language, social and emotional growth and development. This is a core course for all teachers and assistants in toddler programs in California.

Students will apply various theories to help them interpret behavior and interactions between heredity and environment. Students will understand the role of family, the effect of the adult-child relationship on an infant's development, practical application and developmental theories for infant/toddler care. Topics include developmentally appropriate environments, curricula, and state-mandated licensing regulations.

**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. This is a full quarter course. This is a required course for directors in early childhood programs in California.

Students will 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 Health, Safety and Nutrition (4.5)**
This course is an introduction to laws, regulations, standards, policies and procedures related to child health, safety and nutrition. It is designed to meet the needs of students, child care providers, parents, and center-based teachers who are interested in increasing their knowledge of best practices in child health, safety and nutrition for young children. Topics include creating a healthy environment, indoor/outdoor safety, chronic and acute illnesses, contagious diseases, accident prevention, health screening, disaster planning and nutrition. This is a core course for all teachers and assistants in early childhood programs in California.

Students will develop and prepare health and safety education curriculum appropriate for children, staff, and parents. Students will be able to identify and work with children with special needs.

**ECE 108: Assessment, Guidance and Observation of Young Children (4.5)**
In this course, students will examine the appropriate use of assessment and observational strategies of young children. The student will learn to document development, growth, play, and learning in order to work with families and professionals in promoting children's success and maintaining quality programs. Recording strategies and systems, portfolios and multiple assessment methods will be explored. This is an elective course in California.

Students will analyze, through observation and research, common behavioral issues and the possible underlying influence on behavior. The role of the teacher in promoting an environment which fosters appropriate behavior will be introduced.

**ECE 109: Music and Movement (4.5)**
This course focuses on the principles and methods of planning, presenting, and evaluating music and movement experiences for young children ages 2 to 10. Activities, such as group singing, rhythm and movement, perceptual motor and creative movement, which foster the child's cognitive, psycho-social, physical, and emotional development will be presented. Methods for adapting music and movement experiences for children with special needs will be discussed. This course is an elective in California.

Students will be introduced and empowered to comfortably participate with the children, allowing them to be creative and expressive in the areas of rhythm, movement, and group singing.

**ECE 110: Creative Art Experiences (4.5)**
This course focuses on the principles and methods of planning, presenting, and evaluating creative art experiences for young children ages 2 to 10 in diverse settings. Emphasis will be placed on facilitating creative activities, self-expression and concept and skill development through the use of art media such as painting, collage, chalk and wood-working. Methods for adapting creative art experiences for children with special needs will be discussed. The course is designed for teachers to develop and refine skills that relate to understanding, planning and implementing curriculum. This course is an elective in California.

The student will be required to prepare a portfolio consisting of a collection of a variety of the art media discussed in class, as well as, their own creative contributions.

**Political Science 130 (POL 130): Studies in Government Systems**
This course provides a series of studies of diverse forms of government systems, for example: the guiding principles, practices, formats and central documents of each unique "system." The course framework will include a rubric which (a) analyzes each of the above topics and (b) contrasts each individual system with the government systems in the course. The aim of the course is to describe fully, several representative forms of government systems.

Students will learn about the guiding principles, practices, formats, and central documents of several diverse and representative government systems. Students will be presented a weekly set of questions asking whether there is internal consistency among the principles, practices, formats and central documents of each system. Assignments include written analysis combining knowledge and vocabulary learned.

**Political Science 205 (POL 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 (PSY 101): Introduction to Psychology (4.5)**
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 (PSY 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 105 (SOC 105): Diversity, Equity, and Inclusion (1.5)**
This course identifies the properties of appreciating cultural diversity, with the perceptual and psychological processes that impact the way people interact with people who are demographically dissimilar. This includes awareness of conscious and unconscious biases, stereotyping and sensitivity with the objective of removing structural and social barriers. Information on anti-Semitism will be explored. Equity and its application, in contrast with equality, will be carefully examined. Strategies on creating inclusive space with the goal of engagement, allyship, and inclusion as a relational construct will be thoroughly explored.

Students will learn specific behaviors and skills, then demonstrate the decision-making strategies behind reducing discrimination, inequity, and exclusion. They will report on practiced methods, then assess the effectiveness of their efforts toward enacting change in the promotion of diversity, equity and inclusion.

**Sociology 120 (SOC 120): Introduction to the Social Sciences (4.5)**
This course provides a foundation for further study in the social sciences by introducing students to basic content and theory. Through lectures, readings, discussion, and assignments, this course will integrate a broad overview of economic thought, and an introduction to key elements of social psychology and sociology, with particular focus on relevant themes.

Students will develop critical thinking and writing skills, while integrating social science insights into a broader understanding of themselves and their world. Students will learn key terms, ideas and concepts, and learn how to distinguish between opposing views based upon conflicting evidence. They will also analytically assess information obtained through research and synthesis.

**Sociology 201 (SOC 201): Introduction to Sociology (4.5)**
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.

# *Sports Management*

**Sports Management 101 (SPM 101):  Introduction to Sports Management (4.5)**
This course gives a survey and introduction to the field of sports management. The course covers: (1) basic management principles as they relate to sports-related enterprises, (2) the breadth, scope and nature of the profession, (3) the history and philosophy of human performance, (4) leadership principles and (5) the necessity to learn marketing techniques and approaches to develop effective and comprehensive sports marketing plans. Prerequisites: None.

This course is one of three courses which together provide students with an in-depth and comprehensive overview of the intersection of management principles and the application of those principles in day-to-day practice of the sports themselves. Students learn a broad perspective about five areas which could be a platform for further study at a university (e.g. business administration, personnel management and marketing). Students also learn about multiple career opportunities which may await them professionally.

**Sports Management 120 (SPM 120): Sports Officiating (4.5)**
This course challenges the student to master the rules of various sports, including football, basketball, baseball/softball and soccer. Students will acquire skills needed to officiate these sports through critical decision-making, both collaborative and individual, as well as develop a style of delivery of hand signals that are both clear and appropriate for the sport. Each student must pass exams that would qualify him/her as local officials. Prerequisites: None.

Students learn accelerated decision-making which complies fully with publicly established regulations, may be disputed, yet must be supported by detailed knowledge. Students also learn how to articulate those decisions clearly, while quoting from memory the rules which are the bases for decisions. Students also learn how to impose rigorous ethical and spiritual guidelines on themselves in evaluations which are free from personal bias.

**Sports Management 130 (SPM 130): Sport Facilities Management (4.5)**
This course explores the science of managing sport facilities for a superior playing environment. The financial costs, equipment and tools necessary, best practices of procedure, and scheduling will all be integrated into a holistic approach to maintaining and improving fields and courts. Prerequisites: None.

This course is the culmination of the three management-related courses. After being introduced in earlier courses to the broad intersection between management and sports, and exploring the detailed essentials of management, students learn about diverse career opportunities, e.g. administrative manager for professional sports franchises, which specifically relates students' knowledge of management to their passion for sports. In addition, students may be inspired to pursue further educational pursuits, such as accounting for cost control and public safety to protect the facility itself from harm.

**Sports Management 205 (SPM 205): Principles of Marketing**
This course teaches the use and development of marketing strategies and the effects of buyer motivation. Study includes the functions of marketing, buying, selling, distribution, pricing, advertising, and storage. A contrast is made between the two marketing institutions: wholesaling and retailing. Prerequisites: None.

Students learn how the principles of the academic discipline of marketing may be combined with the practice of sports to advance the financial success of myriad endeavors, e.g., launch of a new sports team or league, popularization of a globally popular sport in the US market, or a local sports event to thank the local community for their support. Students also learn how the personal, ethical conduct of all those associated with the sports program may anticipate how non-Christian-line conduct may have a deleterious effect on organizational profit and organizational reputation.

Student Activities



Final Presentation for Humanities 110

# *College Faculty*

## *Full-time Professor*

**Ronald L. Williams**; Religious Studies, Public Speaking.  B.A., LIFE Bible College, Los Angeles, California, 1961; M.A., Pastoral Studies, Azusa Pacific University, Azusa, California, 1993; M.Div., Ministry, Azusa Pacific University, Azusa, California, 1994; D. Min., Ministry, Azusa Pacific University, Azusa, California, 2001.

## *Adjunct Faculty*

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

**Errol Tsekani Browne**; History.  B.A., African American Studies, University of California, Los Angeles, 1995; M.A., African American Studies, University of California, Los Angeles, 2000; Ph.D., History, University of California, Los Angeles, 2008.

**Brian Carroll;** Computer Technology.  B.S., Health Care Science, Southern Illinois University, Carbondale, Illinois, 1981; J.D., Law, San Francisco Law School, California, 1984; Certificate, Advanced Management, Stanford University, California, 1997; MCSE Certified Professional, 1997; Cisco Certified Network Associate, 2000.

**Kirstin Collins;** Social Sciences.  B.A., Psychology, California State University Long Beach, Long Beach, California, 1993; M.A., Clinical Psychology, Marriage and Family Therapy, Azusa Pacific University, Azusa, California, 1997.

**Kimberly Donson**; Humanities, English.  B.S., Elementary Education, Chicago State University, Chicago, Illinois, 1994; M.S., Library Science Media and Technology, Chicago State University, Chicago, Illinois, 2002; M.A., General Education Administration, Chicago State University, Chicago, Illinois, 2013; M.S., Reading and English, Chicago State University, Chicago, Illinois, 2017; D.Ed., Higher Education, Concordia University, Portland, Oregon, 2022.

**Vincent A. Droddy;** Computer Technology.  B.S., Computer Science, Pennsylvania State University, University Park, Pennsylvania, 1978; M.A., International Relations, Webster University, St. Louis, Illinois, 1985; M.S., Computer Science, Air Force Institute of Technology, Dayton, Ohio, 1993; M.A., Theology, Franciscan University, Steubenville, Ohio, 2017.

**Ming Quan Fu;**  Computer Technology.  B.E., Engineering in Software Engineering, Northeast Petroleum University, Daqing City, Heilongjiang Province, China, 1996; M.E., Engineering in Computer Engineering, Northeast Petroleum University, China, 1999; M.S., Computer Science, McMaster University, Hamilton, Ontario, Canada, 2007; Ph.D., Computer Science, McMaster University, Hamilton, Ontario, Canada, 2014.

**LaQuita Gray-Baker;** College Thinking and Learning, Self-Discovery and Life Planning,  B.A., Interdisciplinary Studies and Communication, California State University, Dominguez Hills, California, 1993; M.S., Leadership and Management, University of La Verne, La Verne, California, 1994; D.P.A., Public Administration, University of La Verne, La Verne, California, 2004.

**Yingqiong Gu;** Computer Technology. B.S., Mathematical Theory of Computation, Shanghai Jiaotong University, Shanghai, China, 2000; Ph.D., Mathematical Theory of Computation, University of Notre Dame, Notre Dame, Indiana, 2007.

**Marilyn Hope**; Library Science, Communication, DEI: Social Justice.. B.S., Biological Sciences, University of California, Irvine, California, 1971; B.S., Medical Anthropology, University of California, Riverside, California, 1989; M.L.I.S., Library and Information Science, University of Hawaii, Honolulu, Hawaii, 1990; M.A., Communication, University of Arizona, Tucson, Arizona, 1998; Ed.D, Leadership for Educational Justice, University of Redlands, Redlands, California, 2023.

**Jessica H. Howard;** Mathematics. B.S., Industrial and Systems Engineering, Georgia Institute of Technology, Atlanta, Georgia, 2004; M.Ed., Math Education, University of Georgia, Athens, Georgia, 2008; Ed.S., Learning, Design and Technology, University of Georgia, Athens, Georgia, 2013.

**Rhonda Kitchen;** Social Sciences. B.A., Behavioral Science, California Baptist University, Riverside, California, 1982; M.A., Counseling Psychology, California Baptist University, Riverside, California, 1984; M/A.C.E., Marriage and Counseling, Golden Gate Baptist Theological Seminary, Mill Valley, California, 1995; D.Min., Golden Gate Baptist Theological Seminary, Mill Valley, California, 2000.

**Gail Laubsch;** Communication. B.S., Speech Communication, Ball State University, Muncie, Indiana, 1993; M.A., Speech Communication, Ball State University, Muncie, Indiana, 1995.

**Micky Nunez;** Social Sciences, Physical Education. A.A., Business, Phoenix College, Phoenix, Arizona, 1991; A.A., Physical Education, Maricopa Community College, Glendale, Arizona, 1991; B.A., Sociology, Arizona State University, Tempe, Arizona, 1994; M.S., Sociology, Grand Canyon University, 2019, Phoenix, Arizona, 2019.

**Hyun-Woo Park;** Biology. B.S., Agriculture, Seoul National University, Seoul, Korea, 1990; M.S., Agriculture, Seoul National University, Seoul, Korea, 1995; Ph.D., Entomology, University of California, Riverside, 1999.

**Erik Sahakian;** Business. A.A., Social and Behavioral Science, Mt. San Jacinto College, San Jacinto, California, 1996; B.A., Political Science with an emphasis in Public Administration, California State University, Fullerton, Fullerton, California, 1999; M.B.A., Business Administration, University of Redlands, Redlands, California, 2003.

**Kristalena Sauls;** Communication. B.A., Behavioral Sciences, California Baptist University, Riverside, California, 1997; M.S.W., Social Work, San Diego State University, San Diego, California, 2000.

**Lesa R. Scott;** English. B.S., Social Science and Psychology, Blue Mountain College, Blue Mountain, Mississippi, 1992; M.Ed., Literacy, Dominican University, River Forest, Illinois, 2010; M. Ed., English, Liberty University, Lynchburg, Virginia, 2016.

**Lauren R. Snyder;** Social Sciences. B.A., Applied Psychology / Religion, Carson-Newman College, Jefferson City, Tennessee, 2004. M.A., Counseling Psychology, Trinity Evangelical Divinity School, Deerfield, Illinois, 2008; Psy.D., Clinical Psychology, California Southern University, Costa Mesa, California, 2019.

**Peter George St. Don;** Religious Studies. B.A., Theology, California Graduate School of Theology, Garden Grove, California, 1991; M.A., Theology, Fuller Theological Seminary, Pasadena, California, 1989; D.Min., McCormick Theological Seminary, Chicago, Illinois, 1994.

**Duy Quoc Tran;** Algebra. A.A., Mathematics and Physics, Santa Ana College, Santa Ana, California, 2012; B.S., Electrical Engineering, University of California, Irvine, California, 2015; M.A., Applied Mathematics, California State University, Fullerton, California, 2017.

**Sonali Trivedi;** Chemistry, Biology, Algebra. B.S., Science, Ramnarain Ruia College, Mumbai, India, 1998; M.S., Ramnarain Ruia College, Mumbai, India, 2000; Ph.D., Chemistry, University of Mumbai, Mumbai, India, 2012.

**Kimberly White;** Early Childhood Education. B.A., Human Development/Child Development, California State University, San Bernardino, California, 1999; M.A., Human Development, Pacific Oaks College, Pasadena, California, 2012; Ph.Ed., Education/Early Childhood Education, Northcentral University, Scottsdale, Arizona, 2021.

**Kimberley Williams;** Humanities, Business. B.A., Accounting and Marketing, Atlantic Union College, South Lancaster, Massachusetts, 2008; M.B.A., Business, Keiser University, West Palm Beach, Florida, 2013; M.B.A., Accounting, Keiser University West Palm Beach, Florida, 2014.

**Kimberly Wills;** Visual and Performing Arts. A.A., Art, Platte Technical Community College, Columbus, Nebraska, 1976; B.F.A., Fine Arts Education, Wayne State College, Wayne, Nebraska, 1978; M.A., Art Education, University of Nebraska, Kearney, Nebraska, 1986.

**Scott E. Zine;** Physical Education, Sports Management. B.A., English literature, Chapman University, Orange, California, 2010; M.A., Athletic Administration and Coaching, Concordia University, Irvine, California, 2016.

**Robert Ziprick;** Business Law, Philosophy, Government. B.A., History, Political Science, Loma Linda University, La Sierra, California, 1973; J.D., Law, University of San Diego, San Diego, California, 1976.

# *Campus Map*

The Redlands main campus provides 1523 square feet to accommodate four offices, two classrooms, and a library.  The two classrooms comprise one that can accommodate 15 students, and one that can accommodate 12 students, for a total of 27 students.

## 1174 Nevada St. Ste. 200 Redlands

*Approximately 1,523 +/- RSF*
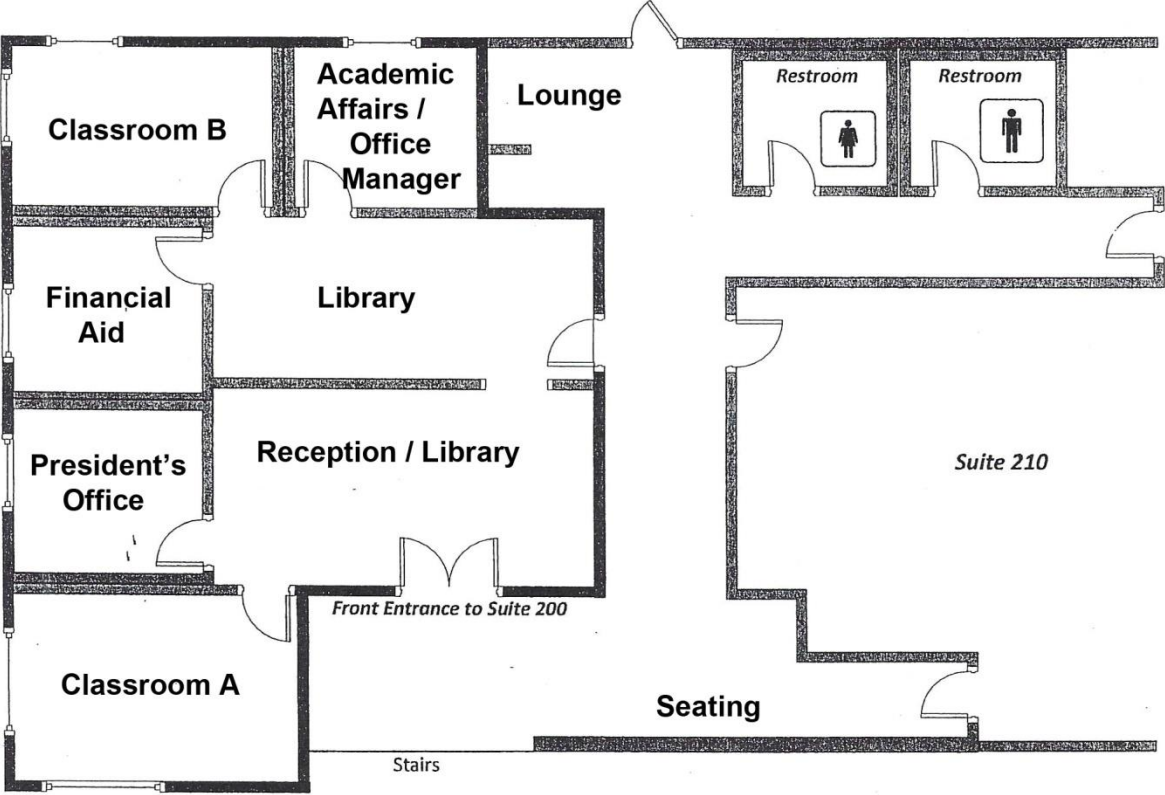


**Main Campus**

**Redlands, CA  92374-2893**

# Calendar 2023-2026

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

## Summer Quarter 2023

| | |
|---|---|
| June 5 | Instruction Begins |
| June 9 | Last Day to Add Classes |
| June 16 | Last Day to Drop Classes |
| June 19 | Juneteenth Holiday |
| July 2 | End of "Online 1" |
| July 3 | Start of "Online 2" |
| July 4 | Independence Day Holiday |
| July 14 | Last Day to Withdraw With "W" |
| July 30 | End of "Online 2" |
| July 31 | Start of "Online 3" |
| August 26 | Commencement Day |
| August 27 | End of "Online 3" |
| August 27 | Finals |

## Fall Quarter 2023

| | |
|---|---|
| August 28 | Instruction Begins |
| September 1 | Last Day to Add Classes |
| September 4 | Labor Day Holiday |
| September 8 | Last Day to Drop Classes |
| September 24 | End of "Online 1" |
| September 25 | Start of "Online 2" |
| October 6 | Last Day to Withdraw With "W" |
| October 22 | End of "Online 2" |
| October 23 | Start of "Online 3" |
| November 11 | Veterans Day Holiday |
| November 19 | End of "Online 3" |
| November 19 | Finals |
| November 20-26 | Thanksgiving Holiday |

## Winter Quarter 2023-2024

| | |
|---|---|
| November 27 | Instruction Begins |
| December 1 | Last Day to Add Classes |
| December 8 | Last Day to Drop Classes |
| December 24 | End of "Online 1" |
| December 25 - January 7 | Christmas Holiday |
| January 8 | Instruction Resumes |
| January 8 | Start of "Online 2" |
| January 15 | Martin Luther King Jr. Holiday |
| January 19 | Last Day to Withdraw With "W" |

| February 4 | End of "Online 2" |
| February 5 | Start of "Online 3" |
| February 19 | Presidents' Day Holiday |
| March 3 | End of "Online 3" |
| March 3 | Finals |

## Spring Quarter 2024

| March 4 | Instruction Begins |
| March 8 | Last Day to Add Classes |
| March 15 | Last Day to Drop Classes |
| March 24 – March 31 | Spring Break |
| March 29 | Good Friday (Offices Closed) |
| April 7 | End of "Online 1" |
| April 8 | Start of "Online 2" |
| April 19 | Last Day to Withdraw With "W" |
| May 5 | End of "Online 2" |
| May 6 | Start of "Online 3" |
| May 27 | Memorial Day Holiday |
| June 2 | End of "Online 3" |
| June 2 | Finals |

## Summer Quarter 2024

| June 3 | Instruction Begins |
| June 7 | Last Day to Add Classes |
| June 14 | Last Day to Drop Classes |
| June 19 | Juneteenth Holiday |
| June 22 | Commencement Day |
| June 30 | End of "Online 1" |
| July 1 | Start of "Online 2" |
| July 4 | Independence Day Holiday |
| July 12 | Last Day to Withdraw With "W" |
| July 28 | End of "Online 2" |
| July 29 | Start of "Online 3" |
| August 25 | End of "Online 3" |
| August 25 | Finals |

## Fall Quarter 2024

| August 26 | Instruction Begins |
| August 30 | Last Day to Add Classes |
| September 2 | Labor Day Holiday |
| September 6 | Last Day to Drop Classes |
| September 22 | End of "Online 1" |
| September 23 | Start of "Online 2" |
| October 4 | Last day to Withdraw With "W" |
| October 20 | End of "Online 2" |

| October 21 | Start of "Online 3" |
|---|---|
| November 11 | Veterans Day Holiday |
| November 17 | End of "Online 3" |
| November 17 | Finals |

## Winter Quarter 2024-2025

| November 18 | Instruction Begins |
|---|---|
| November 22 | Last Day to Add Classes |
| November 25 - December 1 | Thanksgiving Holiday |
| December 6 | Last Day to Drop Classes |
| December 22 | End of "Online 1" |
| December 23 – January 5 | Christmas Holiday |
| January 6 | Start of "Online 2" |
| January 20 | Martin Luther King Jr. Holiday |
| February 2 | End of "Online 2" |
| February 3 | Start of "Online 3" |
| February 17 | President's Day Holiday |
| March 2 | End of "Online 3" |
| March 2 | Finals |

## Spring Quarter 2025

| March 3 | Instruction Begins |
|---|---|
| March 7 | Last Day to Add Classes |
| March 14 | Last Day to Drop Classes |
| March 30 | End of "Online 1" |
| March 31 | Start of "Online 2" |
| April 14 – 20 | Spring Break |
| April 18 | Good Friday (Offices Closed) |
| May 4 | End of "Online 2" |
| May 5 | Start of "Online 3" |
| May 26 | Memorial Day Holiday |
| June 1 | End of "Online 3" |
| June 1 | Finals |

## Summer Quarter 2025

| June 2 | Instruction Begins |
|---|---|
| June 6 | Last Day to Add Classes |
| June 13 | Last Day to Drop Classes |
| June 19 | Juneteenth Holiday |
| June 21 | Commencement Day |
| June 29 | End of "Online 1" |
| June 30 | Start of "Online 2" |
| July 4 | Independence Day Holiday |
| July 27 | End of "Online 2" |
| July 28 | Start of "Online 3" |
| August 24 | End of "Online 3" |

August 24                                           Finals

## Fall Quarter 2025
August 25                                           Instruction Begins
August 29                                           Last Day to Add Classes
September 1                                         Labor Day Holiday
September 5                                         Last Day to Drop Classes
September 21                                        End of "Online 1"
September 22                                        Start of "Online 2"
October 19                                          End of "Online 2"
October 20                                          Start of "Online 3"
November 11                                         Veterans Day Holiday
November 16                                         End of "Online 3"
November 16                                         Finals

## Winter Quarter 2025-2026
November 17                                         Instruction Begins
November 21                                         Last Day to Add Classes
November 23 – 30                                    Thanksgiving Holiday
December 5                                          Laat Day to Drop Classes
December 21                                         End of "Online 1"
December 22 – January 4                             Christmas Holiday
January 5                                           Start of "Online 2"
January 19                                          Martin Luther King Jr. Holiday
February 1                                          End of "Online 2"
February 2                                          Start of "Online 3"
February 16                                         Presidents' Day Holiday
March 1                                             End of "Online 3"
March 1                                             Finals

## Spring Quarter 2026
March 2                                             Instruction Begins
March 6                                             Last Day to Add Classes
March 13                                            Last Day to Drop Classes
March 29                                            End of "Online 1"
March 30 – April 5                                  Spring Break
April 3                                             Good Friday (Offices Closed)
April 6                                             Start of "Online 2"
May 3                                               End of "Online 2"
May 4                                               Start of "Online 3"
May 25                                              Memorial Day Holiday
May 31                                              End of "Online 3"
May 31                                              Finals

## Summer Quarter 2026
June 1                                              Instruction Begins

| | |
|---|---|
| June 5 | Last Day to Add Classes |
| June 12 | Last Day to Drop Classes |
| June 20 | Commencement Day |
| June 28 | End of "Online 1" |
| June 29 | Start of "Online 2" |
| July 3-4 | Independence Day Holiday |
| July 26 | End of "Online 2" |
| July 27 | Start of "Online 3" |
| August 23 | End of "Online 3" |
| August 23 | Finals |