



# Catalog

## 2009-2010

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

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Community Christian College  
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**College Addresses:**

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Ontario, CA 91762

Redlands Campus:  
251 Tennessee Street  
Redlands, CA 92373

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

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

Telephone: (909) 327-2554

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

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FAX: (818) 504-2644

# ***A Note From the Leadership***

## **Welcome to Community Christian College**

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

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

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

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

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

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# ***Board of Trustees***

**Dr. Gayne Anacker**

**Rev. Joshua Beckley**

**Mr. Dwight Flater**

**Mrs. Jill A. Fort**

**Ms. Paula Hellinga**

**Mr. Robert Hungate, Treasurer**

**Mr. Les Kovalcik**

**Mr. Robert Lemley**

**Dr. Harris Lidstrand**

**Dr. Lowell Linden**

**Mrs. Francie Martin**

**Dr. Stanley Mattson**

**Mrs. Carol Mead**

**Dr. Bruce Prins**

**Mr. Blake Rochette**

**Dr. Raymond Turner, Secretary**

**Mr. John Voortman**

**Mr. Troy Vugteveen**

# ***College Administration***

**President: Robert Johnson**

M.S., Educational Administration, California State University, Fullerton, California, 1991  
B.S., Social Sciences, Psychology, Dordt College, Sioux Center, Iowa, 1984

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

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

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

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

**Dean of the San Bernardino Campus: Donald Brown**

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

**Sun Valley Campus Site Director: Domingo Mota**

B.A., The Master's College

**Registrar/ Financial Aid Administrator/ VA Certifying Official: Debra Prins**

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

**Business Office Manager: Saroja Sinniah**

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

**Assistant Director of Admissions: Enrique Melendez**

**Admissions Counselor: Cheville McKenzie, San Bernardino**

**Admissions Counselor: Ruth Peña, Sun Valley**

B.A., Business and Communication, Calvin College, Grand Rapids, Michigan, 2004  
M.B.A. in progress.

**Director of Information Services: Marilyn Hope**

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

# ***About Our College***

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

## ***College History and Philosophy***

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

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

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

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

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

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

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

Instruction began in September 1995 with a first class of 10 students. In October 1996, the College received from the Bureau full, unconditional approval to operate and to grant degrees. The College celebrated its first class of graduates in June 1997. The College prepares students to be ready to transfer to senior colleges and universities to complete their Bachelor's degrees. Those students transferring to four-year colleges found ready acceptance at their transfer institutions, which included Azusa Pacific University, Biola University, California Baptist University, California State University (San Bernardino, Northridge, San Marcos), Calvin College, University of California, Riverside, Vanguard University, Westmont College, and other senior colleges and universities.

## ***Accreditation Status***

Community Christian College receives institutional accreditation from [TRACS](#) (Transnational Association of Christian Colleges and Schools), a national accrediting organization recognized by the US Department of Education and Council for Higher Education Accreditation (CHEA). TRACS is also a member of the International Network for Quality Assurance Agencies in Higher Education. (TRACS, Forest, Virginia, phone 804-525-9539).

# ***Mission and Purpose***

The Mission Statement of Community Christian College is as follows:

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

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

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

## ***Location***

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

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

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

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## ***Our Statement of Faith***

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

We acknowledge:

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

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

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

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

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

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

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

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## ***Admission Information***

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

The College invites applications from the following:

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

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

## ***Application Procedure***

The following are required to apply for admission:

1. A completed application form accompanied by a nonrefundable \$25.00 application fee.
2. An official (sealed) transcript of high school records. A final high school transcript showing evidence of graduation is required if the student has attended high school.
3. A copy of a GED or High School Proficiency Certificate, if applicable.
4. An official transcript of all college records, if any.
5. An admissions interview with an admissions or other College officer.

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

The College may admit students who do not have a high school diploma, GED, or equivalent (ability to benefit student) on the basis of academic promise as perceived by the Admissions Committee after a careful evaluation and review of all of the above.

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

## ***Admission as a Part-Time Student***

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

## ***Admission of International Students***

1. Effective December 1, 2004 as required by the United States Department of Justice, Immigration and Naturalization Service, all international students who apply to Community Christian College will need to qualify for a Certificate of Nonimmigrant Student Status (F-1).
2. As part of the application process, all international students must take the TOEFL test to determine their level of English competency. This may be taken online and results are to be forwarded to Community Christian College. The College Code is 038744.
3. International students will also need to complete new student placement testing which will include both English Language Proficiency and Math Proficiency. These tests will be administered during testing days at the college, usually in the month preceding each quarter.
4. Final acceptance of the student will be decided by the college admissions committee at the Sun Valley teaching site.

## ***Handicap Access Policy***

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

## ***Non-discrimination Policy***

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

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## ***Financial Aid & Tuition***

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

### ***Financial Aid***

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

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

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

Since the College has received full accreditation, students may file for both federal and state grants and loans. In order to obtain these funds, a FAFSA (Free Application for Federal Student Aid) form must be completed. The student applies online at <http://www.fafsa.gov>. The FAFSA form may be sent in after January 1 for the upcoming school year (for example, the form may be sent in after January 1, 2010 for the 2010-2011 school year). The FAFSA form should be completed and mailed no later than March 2 which is the deadline for some grants and loans.

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

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

Aid may take the following forms:

#### **❖ *Tuition Discounts***

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

❖ **Federal Loans**

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

❖ **Scholarships**

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

❖ **Federal Grants**

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

❖ **State Grants**

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

❖ **Academic Competitiveness**

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

❖ **Veterans' Benefits**

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

❖ **Federal Work Study**

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

❖ **Department of Rehabilitation**

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

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

Students attending Community Christian College who wish to receive financial aid, including federal, state, and institutional benefits, in addition to meeting the other eligibility criteria, must be in good academic standing and making satisfactory academic progress in their degree program.

## **Textbooks and Supplies**

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

## ***Methods of Payment***

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

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

## ***Refund of Tuition***

A full refund will be made of all tuition and fees if the student officially drops by the end of add/drop week (third week of instruction). **After that time no refund will be made.**

### **Tuition (effective Winter 2008-2009)**

|  |          |
|--|----------|
| Per unit charge for courses .....                  | \$215.00 |
| Audit Fee, single course (no college credit) ..... | 483.75   |
| High school, single course .....                   | 483.75   |

### **Fees**

|  |          |
|--|----------|
| Application Fee (one-time, non-refundable) .....   | \$ 25.00 |
| Student Fee (includes library, technology, activities)<br>per full-time quarter (pro-rated for part-time study)..... | 100.00   |
| Graduation Fee .....   | 100.00   |
| Lab Fee .....  | 300.00   |
| Add/Drop Fee (nonrefundable, per course added or dropped<br>on or after the first date of the course)) .....         | 25.00    |
| Withdrawal Fee (per course).....   | 25.00    |

### **Books**

|  |            |
|--|------------|
| Additional cost, depending on the course ..... | ~ \$300.00 |
|--|------------|

## ***Financial Aid Return Policy***

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

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

If any funds are to be returned after the return of Title IV aid, they will be calculated according to the same formula and will be used to repay state aid funds, Community Christian College funds, other private sources, and the student in proportion to the amount received from each non-federal

source as long as there was no unpaid balance at the time of withdrawal. If there was an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

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

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## ***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.

### ***Testing for First-Year Students***

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

### ***Student Orientation***

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

### ***My Blueprint for Life***

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

### ***Counseling Services***

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

## ***Chapel Program***

A program of worship and spiritual nurture is built into the structure of the College to underscore and augment its Christian character. Before each class period, a devotional is given by the Dean of Students or one of the instructors to begin each meeting time with a spiritual emphasis. Each evening class time also has an extended chapel program once per quarter. Guest speakers for these chapels are chosen from across the broad denominational spectrum to enrich the experience of the College community. Attendance and participation by students and faculty are voluntary but strongly encouraged.

## ***Learning Resources***

The College has an onsite library with holdings of over 7,600 volumes, including a standard array of basic reference works.

In addition, by special written agreement with the Armacost Library of the University of Redlands, the College's students have full access to its book and audiovisual collections, more than 650 online databases, and over 1800 periodical resources, including borrowing privileges, for a yearly fee.

## ***Co-Curricular Activities***

The College sponsors occasional events, both recreational and in the fine/performing arts, to enhance the experience of the College community. In addition, each quarter there are Bible studies and special activities available to students, primarily sponsored by the Student Executive Council. Opportunities are provided for students to exercise leadership in organizing events of their own choosing. Students enjoy the hospitality of administrators, faculty members, and board members as these people share their lives and experience with students on an informal basis.

## ***Student Employment***

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

## ***Christian Life Expectations***

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

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

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

### **Code of Conduct**

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

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

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

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

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

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

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

### ***Student Health***

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

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

# ***Academics***

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

## ***The Associate of Arts Degree in Liberal Arts***

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

Most classes are conducted from 6:00 to 10:00 p.m. Monday through Thursday evenings. Saturday morning classes meet from 8:00 a.m. to 12:00 noon. All classes include at least a 15-minute break at the discretion of each instructor.

## ***Course Load***

The course load for full-time students ranges from 12.0 to 18.0 quarter credits each quarter. A student may not exceed 20.0 quarter credits per quarter.

## ***Full-time Student***

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

## ***Registration***

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

## ***Term and Class Structure***

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

For the specific dates of important events in the college program, see the *Calendar* (on page 44) in this catalog.

## ***Examinations***

Ordinarily, final examinations are required in all courses in the College program. Final examinations may not be taken other than at scheduled times. Any travel following the quarter should be planned to commence after the scheduled final examination period. See the *Calendar* (on page 35) in this catalog.

## ***Class Attendance***

**Students are expected to attend every class and to be punctual.** Attendance and other course requirements are set by the instructor. Students will be informed of these requirements at the beginning of each course and it will be noted in the course syllabus. Instructors may request from the 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 missing three unexcused class sessions will automatically 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 Integrity***

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

## ***Adding a Course***

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

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

## ***Dropping a Course***

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

## ***Withdrawal From a Course***

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

## ***Audit***

Persons may request permission to audit a class by filing a petition to audit in the Admissions and Records Office. 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 completed 50% of the course work for the quarter. 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 from the Office of the Academic Dean.

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 coursework 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***

In unusual circumstances, 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. Both the Academic Dean and the relevant professor must approve of the prospective student, and tuition is the same as for the regular course. The student must petition the Academic Dean.

## ***Academic Standing/Satisfactory Academic Progress***

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

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

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

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

## ***Academic Probation***

Students are placed on probation when the quarter or cumulative GPA is below 2.00. While on probation, the students must receive special program counseling and make progress reports to the Academic Dean or any officer or faculty member whom the 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              |        |  |
| CR  | Credit (Grade of C or higher)    |        |  |
| NC  | No Credit (Grade of C- or lower) |        |  |
| AUD | Audit                            |        |  |

## ***Grade Release Policy***

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

## ***Course Challenges by Examination***

Students are permitted to challenge up to 18 quarter credits 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 will result in the requirement for that course being met. Students interested in challenging courses by examination should contact the Academic Dean for details.

## ***Grade Change Procedure***

Grades assigned by the faculty are considered to be final and will be changed only in cases of instructor error or extenuating circumstances. A student may file a petition or letter with the instructor requesting a review of the grade record. The petition or letter should be filed within two weeks of the receipt of the quarter's grade report.

## ***Continuous Enrollment***

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

Special circumstances such as military duty or extended illness may require a Leave of Absence exceeding the one-quarter limit. An official leave of absence form must be submitted to the 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 be used in calculating the GPA. The student's transcript shall be annotated in such a manner that original grades remain legible, ensuring a true and complete academic history. This allows a student to have a lower grade replaced by a higher grade in terms of the cumulative GPA. Students may, in extraordinary circumstances, petition the Academic Dean to take the repeat course at another college.

## ***Graduation Ceremony***

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

## ***Withdrawal From the College***

A student who wishes to withdraw from the College must make this known in writing by obtaining a withdrawal form from the college or online at the college website. The student must obtain the specified signatures and return the completed form to the Academic Affairs or Registrar's office. Only after the completion of this process does the withdrawal become official for institutional purposes. Failure to follow the prescribed procedure will result in an F grade for all courses in progress. For policy on refunds, see the "Refund of Tuition" and "Financial Aid Refund" policy in the college catalog. If a student withdraws and later wishes to re-enroll at CCC, the person must go through the normal admissions procedure again. When readmitted the student is subject to the general graduation requirements stipulated for the year of readmission. Forms may be obtained through the college office.

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

## ***Withdrawal Financial Implications***

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

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

## ***Dismissal From the College***

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

## ***Graduate Special Rate***

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

## ***Student Academic Grievance***

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

## ***Transferring Credits to Community Christian College***

Community Christian College accepts up to 30 quarter credits from other institutions of higher education accredited by national or regional accreditation associations. The same transfer limit also applies to transfer of credits from institutions accredited by other kinds of accreditation associations (e.g., Bible colleges, Bible schools, military training, and vocational schools). In cases of unaccredited institutions, petition for acceptance of transfer of credits can be made to the Academic Dean, and decisions will be rendered on a case-by-case basis. In addition to the standard concerns of academic quality, 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.

## ***Transfer of Community Christian College Credits to Other Institutions***

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

This means that completion of the degree preserves for students the greatest possible flexibility for efficient transfer of credits to the wide range of 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 which he or she is considering. The College assists in this project to the greatest extent possible.

Further, even in cases where the College's program indeed satisfied a school's campus-wide lower-division general education requirements, many majors in that institution (e.g., sciences, music, professional programs) may have alternative 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. In addition, every college and university has additional graduation requirements (either general or upper-division) which must be satisfied, and which probably are not addressed in the College curriculum. Examples of this include upper-division writing requirements and language requirements. Students are responsible for being aware of all such matters, and must make independent plans to satisfy those requirements, but the College provides guidance and counseling assistance upon request.

## ***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***

Students may request transcripts by completing a Transcript Request Form from the Office of the Registrar. The first two copies are free of charge, and all subsequent copies are \$2.00 each.

The fee must be paid at the time of request. Since an original signature by the student is required, transcript requests for official transcripts cannot be sent via FAX machines. **Transcripts will not be released until all financial obligations to the College are met.** Students can pay extra to have the transcript mailed by expedited services (FedEx, Express USPS, etc.).

## ***Student Notification of Rights***

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

In compliance with FERPA, the college adopts the following four points from the *Balancing Student Privacy and School Safety* brochure (published by the Department of Education) as its policy in this area. These points disclose when a student's education records may be shared with parents without the student's consent.

- Schools may disclose education records to parents if the student is claimed as a dependent for tax purposes.
- Schools may disclose education records to parents if a health or safety emergency involves their son or daughter.
- Schools may inform parents if the student, if he or she is under 21, has violated any law or policy concerning the use or possession of alcohol or a controlled substance.
- A school official may generally share with parents information that is based on that official's personal knowledge or observation of the student.

The definition of directory information is information that the student authorizes to be included in a college directory.

## ***Harassment Policy***

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

## ***Grievances***

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

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

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

1. The student will discuss the issue directly with the person(s) concerned prior to initiating any other action.
2. If the student believes that approach has not been satisfactorily productive and desires a further hearing of the matter, a written request is to be submitted to the appropriate college officials.

- a. If the matter concerns another student or an area of student life, contact the Academic Dean in writing first, identifying yourself.
- b. If the matter concerns a faculty member or the academic program, contact the President in writing first, identifying yourself.

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

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

## ***Student Academic Grievance***

Students have the right to petition the administration concerning course grades, course conduct, and the College's policies or practices. All petitions concerning course grades or course conduct must first be undertaken with the instructor no later than two weeks following the 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.

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## ***Program Overview***

### ***Why is a Christian liberal arts education important for you?***

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

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

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

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

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

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

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

## ***What are the distinctive features of Community Christian College?***

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

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

***My Blueprint for Life:*** Each student who attends Community Christian College will become part of the *My Blueprint for Life* program. Through a series of surveys, tests and inventories, students will learn more about themselves in terms of strengths and weaknesses, gifts and abilities, possible college majors and careers. The *My Blueprint for Life* program will begin at the first-year student orientation, continue through the College forum and Psychology classes, and conclude at the second-year student orientation. Throughout this process students will receive help and encouragement in interpreting the results of the various surveys and tests. Second-year orientation will be followed by assistance and support in applying to four-year colleges and in deciding on majors at these institutions. *My Blueprint for Life* is something that students will take with them when they graduate to enrich their growth, development and life experience as they move on from Community Christian College to the next season of life into which God leads them.

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

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

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

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

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

## ***Requirements for the Associate of Arts in Liberal Arts Degree***

Community Christian College, incorporated under the laws of the State of California and operating as an institution approved by the Bureau for Private Postsecondary and Vocational Education, confers the Associate of Arts degree in Liberal Arts upon those candidates who have satisfied the following course requirements by earning a total of 90 quarter credits (at least 60 quarter credits of which must be from Community Christian College courses), with a cumulative GPA of 2.00 or higher. All 17 required courses and 3 elective courses must be passed with a grade of D- or higher to count as credit towards "graduation."

Starred (\*\*) courses are electives. All others are required for the A.A. in Liberal Arts degree. See *Course Offerings (Example)*.

### ❖ ***Communication, Writing, and Critical Thinking Skills***

Communications 105: Intercultural Communication (4.5)  
English 101: Freshman Composition: Expository Writing (4.5)  
Communications 210: Elements of Public Speaking (4.5)  
English 223: Intermediate Composition and Critical Thinking (4.5)

### ❖ ***Mathematics and Sciences***

Mathematics 101: Introduction to College Algebra (4.5)  
Biology 201: Introduction to Biology I (4.5)  
Biology 201L: Biology Laboratory I (1.5)

### ❖ ***Arts and Humanities***

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

#### **At least one of the following two courses:**

\*\*English 205: Introduction to Literature of the English Language (4.5)  
\*\*English 210: Introduction to World Literature (4.5)

#### **At least one of the following three courses:**

\*\*History 101: Human Civilization I: The Ancient World (4.5)  
\*\*History 105: Human Civilization II: The Western World (4.5)  
\*\*History 210: Survey of American History (4.5)

Philosophy 201: Introduction to Philosophy (4.5)

### ❖ ***Religious Studies***

Religious Studies 101: Introduction to the History and Literature of the Old Testament (4.5)  
Religious Studies 105: Introduction to the History and Literature of the New Testament (4.5)  
Religious Studies 210: Introduction to Christian Thought and Contemporary Issues (4.5)

### ❖ ***Social and Behavioral Sciences***

Political Science 205: Introduction to U.S. Government (4.5)  
Psychology 101: Introduction to Psychology (4.5)  
Sociology 201: Introduction to Sociology (4.5)

### ❖ ***Lifelong Development***

College Forum 101: College Thinking and Learning I (4.5)  
College Forum 201: Self-Discovery and Life Planning (1.5)  
Health Science 101: Introduction to Health Science (3.0)  
Physical Education 101: Physical Education for Life (1.5)



# ***Course Descriptions***

## ***Academic Advancement***

### **College Forum 101: College Thinking and Learning (4.5)**

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

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

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

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

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

## ***Biological and Physical Sciences***

### **Biology 201: Introduction to Biology (4.5)**

#### **Biology 201L: Biology Laboratory (1.5)**

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

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

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

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

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

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

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

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

Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, and an overview of all the body systems (skeletal, muscular, digestive, respiratory, circulatory, urinary, nervous, endocrine, and reproductive). There are three hours of lab each week. To be taken with Biol 210L

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

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

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

This course gives a more in-depth study of the form, structure, and function of human organ systems including the endocrine, digestive, respiratory, circulatory, nervous, urinary, musculoskeletal, and reproductive systems. To be taken with Biol 211L.

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

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

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

Introduction to chemistry emphasizing the role of chemical principles as applied to nuclear and radiochemistry, agriculture and food, drugs, pollution, and other topics of current interest. Students must concurrently enroll for Chem 101L.

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

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

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

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

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

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

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

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

## ***Business and Information Technology***

### **Business 105: Personal Finance (4.5)**

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

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

### **Business 298: Teams and the Work Process (4.5) [online]**

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 explain the nature of work, describe the dynamics of relationships within teams, summarize the basics of small group communication, and explore how to create trust and cooperation while minimizing conflict and discord.

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

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

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

## ***Health and Physical Education***

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

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

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

### **Physical Education 101: Physical Education for Life (1.5)**

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

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

## ***Humanities and Fine Arts***

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

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

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

### **Communications 101: Communication Concepts (4.5) [online]**

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

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

### **Communications 105: Intercultural Communication (4.5)**

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

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

### **Communications 210: Elements of Public Speaking (4.5)**

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

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

### **ESL 1 English as a Second Language I (4.5)**

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

### **ESL 2 English as a Second Language II (4.5)**

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

### **ESL 3 English as a Second Language III (4.5)**

Students will prepare for academic course work through the study of advanced grammar, sentence structure, paragraph organization and prewriting techniques and will respond to

college level readings in guided discussions, oral presentations and paragraph length essays. Credit will not count toward graduation.

**ESL 4 English as a Second Language IV (4.5)**

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

**English 091 – Developmental English I (4.5)**

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

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

**English 092 – Developmental English II (4.5)**

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

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

**English 093 – Developmental English III (4.5)**

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

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

**English 101: Freshman Composition: Expository Writing (4.5)**

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

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

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

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

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

**English 210: Introduction to World Literature (4.5)**

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

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

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

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

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

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

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

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

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

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

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

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

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

Students will understand the basic periods of Western Civilization, will learn of significant ideas, themes, trends, socio-political conditions, and historical persons and events which

distinguish this timeframe. Students will gain an appreciation for the sweep of development and the way in which events and ideas mutually influence one another in this process.

**History 210: Survey of American History (4.5)**

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

Students will be able to identify the developmental periods of the American experience, examine the unique social movements that have shaped and defined American political and social ideals, understand regional differences and pressures they bring to bear on the stability of American society, and explore the foundational principles of American government and culture as our society's guiding principles evolve into the modern American state.

**Philosophy 201: Introduction to Philosophy (4.5)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Spanish 101: Introductory Spanish I (4.5) [CLEP credits]**

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

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

**Spanish 102: Introductory Spanish II (4.5)** [CLEP credits]

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

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

**Spanish 201: Intermediate Spanish I (4.5)** [CLEP credits]

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

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

**Spanish 202: Intermediate Spanish II (4.5)** [CLEP credits]

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

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

## ***Mathematics***

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

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

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

**Mathematics 092: Developmental Math II (4.5)**

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

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

**Mathematics 093: Developmental Math III (4.5)**

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

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

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

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

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

**Mathematics 115: Ideas of Mathematics (4.5)**

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

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

## ***Social and Behavioral Sciences***

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

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

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

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

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

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

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

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

Students will identify and evaluate the primary sociological models, understand the sociological process of role and norm formation, recognize and become sensitive to ethnocentric biases, identify and analyze complex relationship patterns that exist between groups and individuals,

evaluate their roles and responsibilities in society, and examine the interface between perspectives of Christian faith and sociology.



Musical Group for Art 101 Project



Graduation Class, Spring 2009

# ***Typical Schedule Leading to the AA Degree***

## ***First Year***

### **Fall Quarter**

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

### **Winter Quarter**

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

### **Spring Quarter**

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

## ***Second Year***

### **Fall Quarter**

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

### **Winter Quarter**

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

### **Spring Quarter**

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

\*Please see course descriptions for pre-requisites.

# ***College Faculty***

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

## ***Chairman of the Faculty and Full-time Professor***

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

## ***Adjunct Faculty***

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

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

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

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

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

**Robert Bridges**; Developmental English. B.A., Psychology, California State University, San Bernardino, 2002; M.A., Human Behavior, National University, 2004.

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

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

**James Vance Cox**; Biology. B.S., General Science, Harding University, 1975; D.D.S., Dentistry, University of California, Los Angeles.

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

**Robert Gray**; College Forum. B.S., Business Administration, California State University, Long Beach; M.Div., Fuller Theological Seminary, Pasadena, California; M.A., Family & Child Counseling, Azusa Pacific University, California.

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

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

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

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

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

**Steven Huizenga**; Philosophy. B.A., Psychology, California State University, Long Beach, 1995; M.A., Philosophy, Biola University, 1999; M.A., Philosophy, Texas A&M University, 2003; M.A./C. Phil., Philosophy, University of California, Santa Barbara, 2007.

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

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

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

**Christine Luketic**; Political Science. B.A., Jewish Studies, Moody Bible Institute, 1977; M.A., School Administration, Azusa Pacific University, 1983; J.D., University of California, Los Angeles, 1991.

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

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

**Melissa Navarro**; English. B.A., English, California Baptist University; M.A., English, California Baptist University.

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

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

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

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

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

**Kadon Shelton**; History. B.S., Social Science and Business Administration, Colorado State; M.A., Christian Counseling, Bethel Institute; M.A., History and Literature, California State University, Carson City.

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

**Faustin Uzabakiliho**; Biology, Chemistry, Physical Science. M.S., Biology, Russian Pedagogical State University, 1992; M.Div., International Theological Seminary, California, 1999; M.S., Education, California State University, Northridge (teaching credential in science education), 2006;

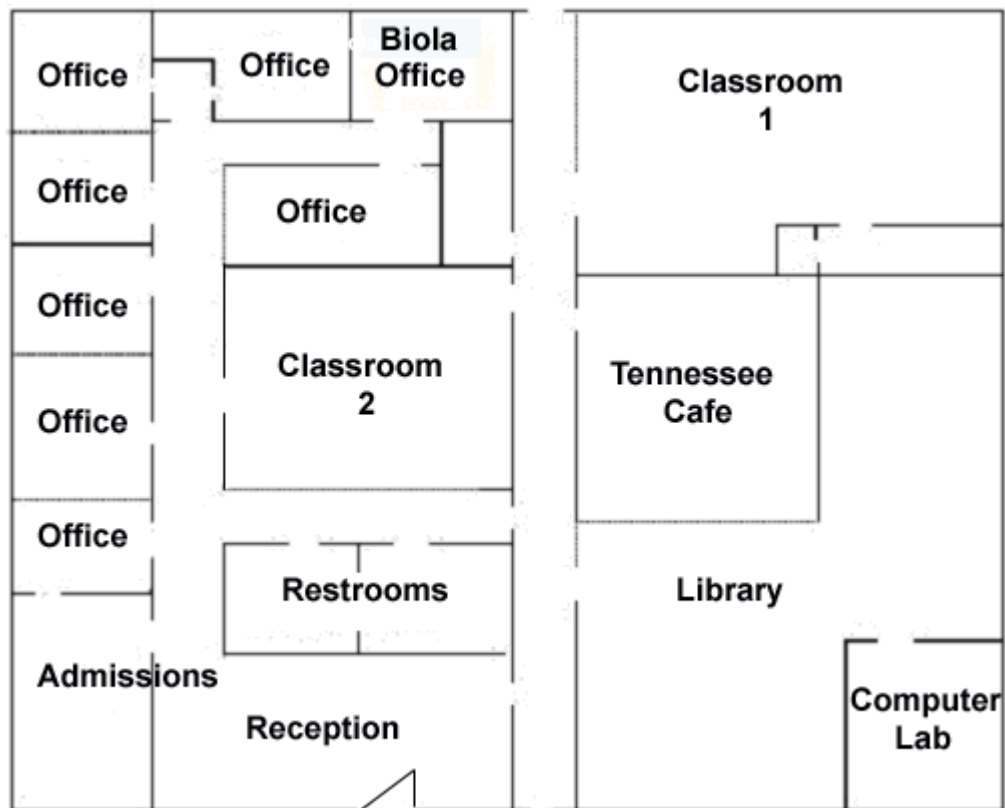
**Kathryn Venhuizen**; ESL. B.A., Business/Communication & Spanish, Calvin College, 2002; M.A., Cross-Cultural Studies, Fuller Theological Seminary, 2007.

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

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

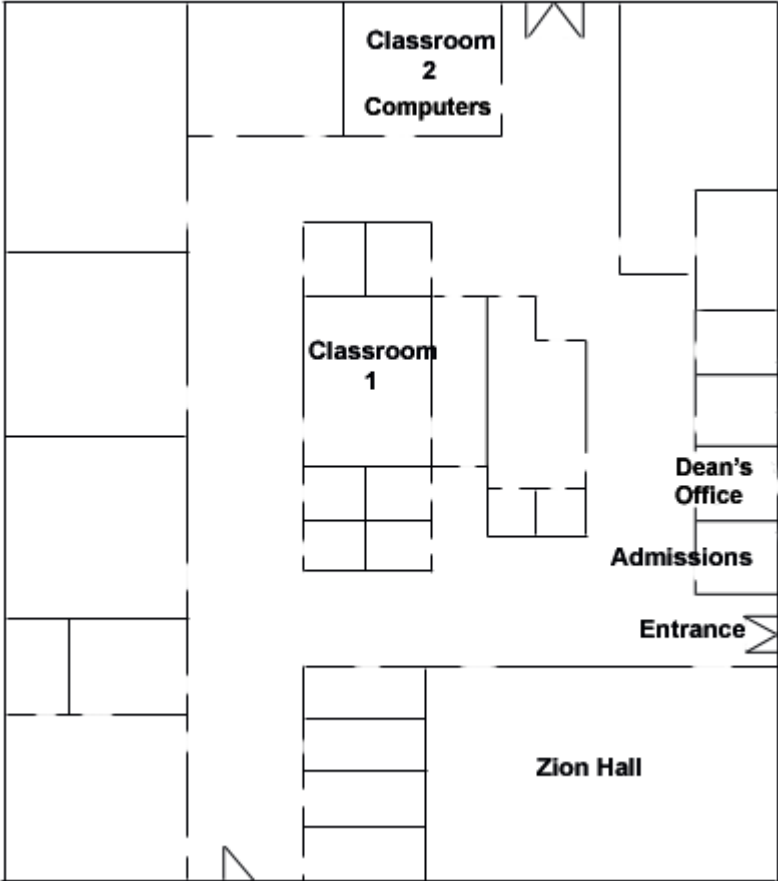
## ***Campus Maps***

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



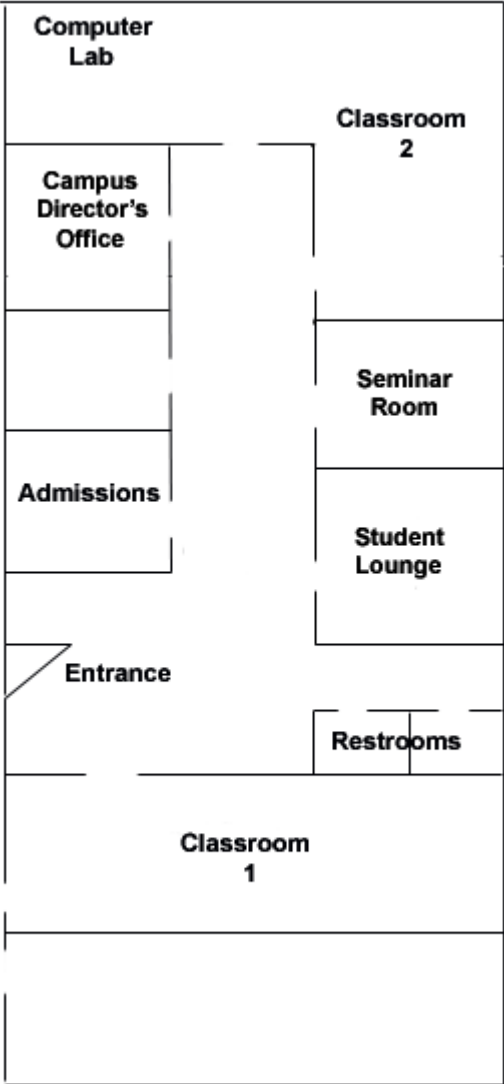
**Redlands Campus  
251 Tennessee Street  
Redlands, CA 92373**

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



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

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



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

# ***Calendar for 2009-2011***

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

## **Fall Quarter 2009:**

|                          |   |
|--------------------------|---|
| August 15                | New Students' Orientation                     |
| August 22                | Faculty Orientation                           |
| August 24                | Instruction Begins                            |
| August 31 – September 4  | Last Week to Add Classes                      |
| September 7              | Labor Day Holiday [Offices Closed/No Classes] |
| September 8-14           | Last Week to Drop Classes                     |
| September 29 – October 5 | Last Week to Drop with "W"                    |
| October 5-10             | Winter Quarter Pre-Registration               |
| November 9               | Last Day of Instruction                       |
| November 10-16           | Finals Week                                   |
| November 17-29           | Thanksgiving Break                            |

## **Winter Quarter 2009-2010:**

|                      |   |
|----------------------|---|
| November 21          | New Student Orientation                             |
| November 21          | Faculty Orientation                                 |
| November 30          | Instruction Begins                                  |
| December 7-12        | Last Week to Add Classes                            |
| December 14-19       | Last Week to Drop Classes                           |
| December 20 - Jan. 3 | CHRISTMAS BREAK                                     |
| January 4            | Instruction Resumes                                 |
| January 18           | MLK Day Holiday [Offices Closed/No Classes]         |
| January 19-25        | Last Week to Drop with "W"                          |
| January 25-30        | Spring Quarter Pre-Registration                     |
| February 15          | Presidents' Day Holiday [Offices Closed/No Classes] |
| March 1              | Last Day of Instruction                             |
| March 2-8            | Finals Week   |
| March 9-14           | Spring Break  |

## **Spring Quarter 2010:**

|                    |                               |
|--------------------|-------------------------------|
| March 13           | New Student Orientation       |
| March 13           | Faculty Orientation           |
| March 15           | Instruction Begins            |
| March 22–27        | Last Week to Add Classes      |
| March 29 – April 4 | EASTER BREAK                  |
| April 5-10         | Last Week to Drop Classes     |
| April 26 - May 1   | Last Week to Drop with "W"    |
| May 17-22          | Fall Quarter Pre-Registration |
| May 31             | Memorial Day Holiday          |
| June 7             | Last Day of Instruction       |
| June 8-14          | Finals Week                   |
| June 19            | Commencement                  |
| June 15 - June 28  | Break                         |

## **Summer Session 2010:**

|         |                          |
|---------|--------------------------|
| June 28 | Instruction Begins       |
| July 5  | Independence Day Holiday |

August 3 Last Day of Instruction  
August 4-9 Finals Week

**Fall Quarter 2010:**

August 13 Returning Students' Orientation  
August 14 New Students' Orientation  
August 23 Instruction Begins  
August 30 – September 3 Last Week to Add Classes  
September 5-6 Labor Day Holiday  
September 7-13 Last Week to Drop Classes  
September 28 – October 4 Last Week to Drop with "W"  
October 4-9 Winter Quarter Pre-Registration  
November 8 Last Day of Instruction  
November 9-15 Finals Week  
November 16-28 Thanksgiving Break

**Winter Quarter 2010-2011:**

November 20 New Student Orientation  
November 29 Instruction Begins  
December 6-11 Last Week to Add Classes  
December 13-18 Last Week to Drop Classes  
December 19 - January 2 Christmas Break  
January 3 Instruction Resumes  
January 16-17 MLK Day Holiday  
January 18-24 Last Week to Drop with "W"  
January 24-29 Spring Quarter Pre-Registration  
February 28 Last Day of Instruction  
March 1-7 Finals Week  
March 8-20 Spring Break

**Spring Quarter 2011:**

March 12 New Student Orientation  
March 21 Instruction Begins  
March 28 – April 2 Last Week to Add Classes  
April 4-9 Last Week to Drop Classes  
April 25-30 Last Week to Drop with "W"  
May 16-21 Fall Quarter Pre-Registration  
May 29-30 Memorial Day Holiday  
June 6 Last Day of Instruction  
June 7-13 Finals Week  
June 18 Commencement  
June 14-26 Break

**Summer Session 2011:**

June 27 Instruction Begins  
July 1-4 Independence Day Holiday  
August 3 Last Day of Instruction  
August 4-8 Finals Week