

PENSACOLA CHRISTIAN COLLEGE

Update

Fall 2012 | PCCinfo.com



From the **President**

Dr. Troy A. Shoemaker



While learning more about this ministry in recent months, it has been rewarding to see all that the faculty and staff do in their various roles. Their work is exemplary and they exhibit a true spirit of excellence.

In any transition of leadership, there will always be discussion about what lies ahead for an institution. Looking at the present, we see that God has given us a beautiful, complete campus; a seasoned team of supervisors, directors, and administrators; and dedicated individuals committed to the Lord's work. He's blessed us with everything we need to go beyond where we are now and build toward the future.

It is my prayer that together the administration, faculty, and staff will continue to share the unified purpose we have had all these years. This ministry is strong because of the unified spirit of service to the Lord, desire to

see souls saved, and faithful dedication to God's Word and prayer.

This ministry is known for its commitment to excellence. We want to do things right, and we want to continually improve. We can always look for ways to improve our efficiency, productivity, and communication.

But it is important that we remain committed to our mission and purpose and not change who we are. Pensacola Christian has a long-standing history, firmly rooted in the Bible and built upon its precepts.

I am personally thankful that, as a parent, many in this ministry have invested in my family. Some have invested in me academically and personally or have expressed encouragement and prayers for my wife and me. I've seen firsthand the benefits of being part of this place. My perspective on the ministry is one of thankfulness as a beneficiary of what this place has to offer. ■



The Presidential Inauguration of

Troy A. Shoemaker, Ed.D.

as the Second President of
PENSACOLA CHRISTIAN COLLEGE

Friday, the Twelfth of October, Two Thousand Twelve
Ceremony 9:30 A.M., Crowne Centre



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A Prayer for America **on Election Day**

by Albert Mohler



Millions of citizens will participate in the first duty of freedom — the freedom to vote....

Christians face the responsibility to vote, not only as citizens, but as Christians who seek to honor and follow Christ in all things. But, beyond the vote, we also bear responsibility to pray for our nation.

First, we should pray that God will bless America with leaders better than we deserve. Democratic systems inevi-

tably reflect the electorate's decisions, and these decisions reveal underlying worldviews. And, truth be told, all we can expect from democracy is the government we deserve.... May God grant us mercy as He reigns and rules over all things, including this election.

Second, we should pray that Americans will be motivated to fulfill the responsibilities of citizenship, yet also that we will be stripped of an unhealthy and idolatrous confidence in

the power of government to save us.... No human ruler can save. No government official or office holder can heal the human heart, solve the sin problem, or accomplish final justice. These powers belong to God and God alone.

Third, we must pray that Americans will vote by conscience, not merely on the basis of celebrity or emotion. Christian citizens must vote to uphold righteousness and contend for righteous and just laws....

Fourth, we must pray that Americans will vote to defend the least among us—and especially those who have no vote. This starts, but does not end, with concern for the unborn and for the recovery of respect for the dignity and sanctity of every single human life at every stage of development, from conception until natural death.

Fifth, we should pray that God will prick the conscience of the nation on issues of morality, righteousness, and respect for marriage as the central institution of human civilization....

Sixth, we should pray that God will protect these candidates and their families.... They are public figures, but they are also flesh and blood human beings, who are fathers, mothers, sisters, brothers, sons, and daughters.... We should pray for their marriages and their children. May God protect them.

Seventh, we should pray that the election is conducted with honor, civility, respect, and justice.... May there be a clear winner, not a contested result.

Eighth, we must pray that Americans will be prepared to accept the results of the election with respect and kindness.... May Christians be ready to respond with prayer, respect for office, and a gentle spirit. Others will be watching.

Ninth, we should pray that this election would lead to even greater opportunities to preach the Gospel, and that the freedom of the church will be respected, honored, and protected.

Tenth, we must pray for the church, praying that the church of the Lord Jesus Christ would be strengthened in the truth, grounded in the faith, and empowered for witness and ministry. May the church, the sign of the coming kingdom, be faithful to declare the Gospel—knowing that this is the only message that will save.

May God grant us mercy and grace as we seek to fulfill our responsibilities as citizens—and our responsibilities as Christians....

May God bless America, not because this nation deserves to be blessed, but because He is a God of grace and mercy....

Originally published at AlbertMohler.com.

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Vote Nov. 6

This election could determine America's future regarding Christian and family values. Laws harmful to your family, church, or school could pass if candidates are elected who do not share your family and freedom values. Be an informed and motivated voter. Your vote counts!



Diamond Jubilee **Honors Concert**

Special program on April 20, 2012, featured historic presentations to honor Dr. and Mrs. Arlin Horton for 60 years of ministry.

Continuing the historic Diamond Jubilee celebration that began during Bible Conference, a special Honors Concert publicly recognized Dr. and Mrs. Arlin Horton for their 60 years of service in Pensacola.

The evening began with a formal banquet welcoming longtime friends and colleagues who served in the ministries of Pensacola Christian through the years. Before the dinner in MacKenzie Building, guests enjoyed

looking at displays of early ministry photographs and memorabilia and had opportunities to express their gratitude to the Hortons and take pictures with them.

Following the meal, distinguished guests, faculty and staff, alumni, students, and local townspeople gathered for the Honors Concert in the Crowne Centre, which featured a striking, diamond-inspired stage design. When PCC vice president Dr. Joel Mullenix

introduced Dr. and Mrs. Horton, they took their place on stage amid a standing ovation.

The concert offered a variety of beautiful choral and instrumental music as well as dramatic readings, many of which held special meaning to the Hortons.

Throughout the program, distinguished guests and alumni made historic presentations of gifts and awards. Pensacola Mayor Ashton Hayward presented a key to the city, while U.S. Congressman Jeff Miller read a citation

that has been entered into the Congressional Record. Other presenters included alumna U.S. Congresswoman Cathy McMorris Rodgers, *Sword of the Lord* president and editor Dr. Shelton Smith, pastors David Sorenson and Marc Monte, (then) PCC president-elect Dr. Troy Shoemaker, and representatives from PCC's student body and Alumni Association.

Each presentation gave "honor to whom honor is due," and the concert appropriately concluded with the beloved hymn "To God Be the Glory." ■

**View the Diamond Jubilee Honors Concert
online at PCCinfo.com/Honors.**

- ① PCC vice president Dr. Joel Mullenix introduces Dr. Horton to Pensacola Mayor Ashton Hayward.
- ② PCC alumna Congresswoman Cathy McMorris Rodgers recalls memories from college.
- ③ String Quartet performs "Palladio" from Karl Jenkins's *Diamond Music* during Honors Concert
- ④ Dr. and Mrs. Horton react to a humorous poem by Pastor Marc Monte.





Commencement

2012

For PCC's 37th Commencement on May 9, thousands of family members and friends gathered in the Crowne Centre, Dale Horton Auditorium, and overflow to witness the conferring of 668 college and seminary degrees. Since 1976, 19,007 young people have graduated from PCC and serve God in ministries and professions. At the ceremony's conclusion, Dr. Arlin Horton reflected briefly on presiding over his final Commencement as PCC's president. ■

PCC founder Dr. Arlin Horton confers degrees.



President's Citation of Merit

PCC's highest honor recognizes consistent Christian leadership portraying PCC ideals and purposes.

Ryan Patrick (IL)

Leticia de Lima (FL)



Micah Bucy (FL)

Shonna Smith (FL)

Abe Haven (CA)

Academic Honors (Highest GPA)



Kate Neuenschwander (IL)

Kelly Shrewsbury (WV)



Teaching

Traditions

by Dr. Phyllis Rand

▲ One-Room Schoolhouse in PCC's library exhibits historical and educational materials in an old-fashioned classroom setting.

The following essay outlines *A Beka Book's* and PCC's distinctive foundational philosophy, which guided Dr. and Mrs. Arlin Horton as they helped pioneer the field of Christian education.

We at *A Beka Book* keenly feel the responsibility to never “remove the ancient landmarks” of evangelism, biblical character training, and excellent academics. They define true education and sum up our purpose and philosophy. They are our traditions.

It is to these ancient landmarks that we look rather than the latest educational reforms and psychological theories. In fact, we reject those trends and theories. This stance, of course, sets us apart from secular education and even some Christian education.

We still use the names *traditional* and *progressive*. Instead of *progressivism*, we could use the names *experimentalism*, *instrumentalism*, *pragmatism*; but *progressivism* is a good overall word, and it is accessible to everyone, not just philosophers. Because the term *progressive* sounds so positive and because the term *traditional* may sound passé or out of step, perhaps it is worth saying that *ABB* does not

reject innovation or improvement. We are always looking for better ways to do things. What we mean when we say we are traditional is this: American education, like our other institutions, was founded on a Christian worldview. American educational traditions are Christian.

Progressive education is the development of those who rejected the Christian worldview and traditions of their fathers and transferred their faith to science, evolution, and psychology. It is secular. It is

When we speak of traditional and progressive education, we mean two completely different ways of looking at the world.

humanistic. It is more than an attempt to just bring more freedom and activity into the classroom. It is not an exaggeration to say that progressive education under whatever name it goes by today is the greatest force in what Henry Morris calls “the war against God.” By its fruits we can judge the damage of progressive methodology today: dumbed-down academics, self-centeredness, and rebelliousness.

So when we speak of traditional and progressive education we mean two ►

Dr. Phyllis Rand

Dr. Phyllis Rand's 40+ years of service in Christian education has ranged from being a sixth grade teacher to graduate and post-graduate faculty, and from elementary administrator to chair of education for Pensacola Christian College. She has also written language arts textbooks and developed curriculum for *A Beka Book*.



► completely different ways of looking at the world. Because a man's philosophy or worldview informs his thinking and practice, it is not surprising to learn that the methods and purposes of traditional and progressive educators are very different. We have a Christian worldview so our purpose and methods align more with traditional education than progressive education.

As Christians, we know that a child is born on one path, not going in God's direction at all. God tells parents and teachers that we are to steer children toward another path so that they will choose to leave their natural one for God's path.

There is much important soul teaching to do. Classrooms are not child centered; they are in

effect teacher centered. The progressive worldview rejects this and sees children as naturally good.

Because of our Christian worldview we believe in authority—parental authority, the teacher's authority, civic authority, and so on. Progressive teachers reject the teaching of submission and self-control but instead stress self-esteem and self-actualization and empowerment. Naturally the teacher's role in these two philosophies greatly differs. Richard Fugate in his book *Will Early Education Ruin Your Child?* says you can always judge wrong educational practice by asking, what does it assume about authority and the nature of the child? That test judges all popular psychological theory and progressive practices as wrong.

Our Christian worldview teaches us that there are absolutes and objective truth. There are character traits, ac-

tions, ideas which are good and bad. There are eternal verities. There is right and wrong. To a progressivist, nothing is always true or always false. Truths change, values change, teaching methods change. He must build new "truths" through experience and group judgment.

A traditional curriculum emphasizes reading and writing and language because our religion is one of the Word—when we do not use language well, we are blunting the edge of our greatest tool. Because of progressive education, millions of Americans are basically illiterate and cannot read the Bible—

or are attracted to watered down versions or use words in inexact ways.

When John Dewey and others

first promulgated the new progressive philosophy in the early 1900s, it no doubt sounded terrible to the teachers in the classrooms who still thought children needed to be taught skills and information and trained in righteousness. But Dewey and others kept writing and teaching in the graduate schools of education and psychology until progressivism eventually worked its way down to the local schools through the new teachers and administrators. Today we see the full flowering of their work: every manifestation of Christianity has been eliminated from American public schools, and social issues and fads receive more attention than academic learning.

There is a greater need than ever for solid traditional Christian schools and teachers. *A Beka Book's* calling is to spread the vision and to be of help to those who share it.

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Our Christian worldview teaches us there are absolutes and objective truth.

Traditional Education Astounds Progressive Educators

A recent study has some educators questioning the effectiveness of progressive education and reconsidering the traditional approach.

In “She’s Strict for a Good Reason,” nine teachers and administrators from public schools and universities reveal evidence that substantiates the success of traditional education.

“For four years, we studied 31 highly effective teachers in nine low-performing urban schools in some of the most economically depressed neighborhoods in Los Angeles County, Calif.,” they said. “The teachers we studied had the highest percentage of students moving up a level on the English/language arts or math subtests of the California Standards Test (CST) for two to three years.”

After evaluating the schools, these teachers listed several factors that produced this success, such as strictness, instructional intensity, movement, exhorting virtues, strong and respectful

relationships between teachers and students, and traditional instruction. “Traditional, explicit, teacher-directed instruction was by far the most dominant instructional practice,” they said.

“Our concerns about the limitations of traditional, explicit instruction may be unfounded. What we found were happy and engaged students obviously learning from committed, optimistic, disciplined teachers.”

They concluded, “We need to be cautious about adopting complicated, trendy, and expensive practices. We need to reevaluate our affection for cooperation/collaborative learning, extensive technology, project-based learning, and constructivism, as well as our disaffection with explicit direct instruction and strict discipline.”


Rather than focusing on new and untested methods, traditional education emphasizes methods that work and lead students to achieve academic success.


Summary of Mary Poplin and others, “She’s Strict for a Good Reason,” *Kappan Magazine* 92, no. 5 (February 2011): 39–44.

A Beka Academy brings the traditional classroom to your home through innovative delivery options.

The A Beka Academy Virtual Homeschool program (K4–grade 12) features master teachers in a traditional classroom setting by way of video streaming or DVD.

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 **A Beka Academy**
Excellence in Education from a Christian Perspective

What Kids Now Learn

in College

by Dennis Prager

Contrasting traditional education that emphasizes academic learning, progressive education emphasizes social issues to transform society into something radically different.

As high school seniors throughout America will be receiving acceptance letters to colleges..., it would be nice for parents to meditate on what they are getting for the \$20–\$50,000 they will pay each year.

Prevailing Ideologies at Secular Universities:

[Secular universities teach that] the United States is no better than any other country, and in many areas worse than many. On the world stage, America is an imperialist country, and domestically it mistreats its minorities and neglects its poor, while discriminating against non-whites.

There is no better and no worse in literature and the arts. The reason

universities in the past taught Shakespeare, Michelangelo, and Bach rather than, let us say, Guatemalan poets, Sri Lankan musicians, and Native American storytellers was “Eurocentrism.”

God is at best a non-issue, and at worst, a foolish and dangerous belief.

Christianity is largely a history of inquisitions, crusades, oppression, and anti-intellectualism. Islam, on the other hand, is “a religion of peace.” Therefore, criticism of Christianity is enlightened, while criticism of Islam is Islamophobia.

Israel is a racist state, morally no different from apartheid South Africa.

Big government is the only humane way to govern a country.

The South votes Republican because it is still racist and the Republican party caters to racists.

Mothers and fathers are interchangeable. Claims that married mothers and fathers are the parental ideal and bring unique things to a child are heterosexist and homophobic.

Whites can be racist; non-whites cannot be (because whites have power and the powerless cannot be racist).

The great world and societal battles are not between good and evil, but between rich and poor and the powerful and the powerless.

Patriotism is usually a euphemism for chauvinism.

War is ignoble. Pacifism is noble.

Human beings are animals. They differ from “other animals” primarily in having better brains.

We live in a patriarchal society, which is injurious to women.

Women are victims of men.

Blacks are victims of whites.

Latinos are victims of Anglos.

Muslims are victims of non-Muslims.

Gays are victims of straights.

Big corporations are bad. Big unions are good.

There is no objective meaning to a text. Every text only means what the reader perceives it to mean.

The American Founders were sexist, racist slaveholders whose primary concern was preserving their wealthy status.

The Constitution says what progressives think it should say.

The American dropping of the atom bomb on Hiroshima was an act of racism and a war crime. The wealthy have stacked the capitalist system to maintain their power and economic benefits.

The wealthy Western nations became wealthy by exploiting Third World nations through colonialism and imperialism.

Defining marriage as the union of a man and a woman is as immoral as defining marriage as the union of a white and a white.

Some Conclusions:

If this list is accurate—and that may be confirmed by visiting a college bookstore and seeing what books are assigned by any given instructor—most American parents and/or their child are going into debt in order to support an institution that for four years, during the most impressionable years of a person’s life, instills values that are the opposite of those of their parents.

And that is intentional.

As Woodrow Wilson, progressive president of Princeton University before

becoming president of the United States, said in a speech in 1914, “I have often said that the use of a university is to

make young gentlemen as unlike their fathers as possible.”

In 1996, in his commencement address to the graduating seniors of Dartmouth College, the then president of the college, James O. Freedman, cited the Wilson quote favorably. And in 2002, in another commencement address, Freedman said that “the purpose of a college education is to question your father’s values.”

For Wilson, Freedman, and countless other university presidents, the purpose of a college education is to question (actually, reject) one’s father’s values, not to seek truth. Fathers represented traditional American values. The university is there to undermine them.

Still want to get into years of debt?

First appeared on Townhall.com 2/29/12.

Used by permission.

For countless university presidents, the purpose of a college education is to question traditional values.

How a Strong Curriculum Enlivens the Classroom

by Diana Senechal

Some educators are now realizing that the most successful approach to teaching and learning involves a structured environment with the guidance of a foundational curriculum—an idea that has been a hallmark of traditional education for decades.

As a teacher, I have found curriculum to be both valley and hill at once.... Curriculum is a valley in that it is often controversial; when you propose a common (i.e., shared) curriculum, things come toppling down from all sides. Policymakers and the public often object to a common curriculum because it includes this and excludes that; teachers often fear that such a curriculum will constrain their teaching. And yet, a curriculum is a hilltop; it gives us a view of everything around it: the subjects that should be taught, the shape and sequence of topics, the ultimate goals for students, the adequacy of textbooks and teacher training, the nature and

content of assessments, the soundness of policies, and so on. Climbing from valley to hill is arduous, but once we establish what we are teaching, many things come clear, and the view is exhilarating at times.

A strong curriculum brings clarity to a school's endeavor; it has practical... and philosophical benefits. It gives shape to the subjects, helps ensure consistency within and among schools, makes room for first-rate books and tests, and leaves teachers room for professional judgment and creativity. It can be a gift to a community as well as a school; it can become the foundation for a school's cultural life. It is never perfect, but that is part of its vitality.

It challenges us to think through it and beyond it. It does not solve a school's problems, but it offers good working material and a clear perspective.

Let us define curriculum as an outline of what will be taught. A math curriculum specifies the mathematical subjects, topics, skills, and concepts that students will learn in a given year. A literature curriculum specifies literary works, periods, genres, themes, ideas, and more. A history curriculum specifies the general area of history, time range, significant events and deeds, people, conflicts, questions, and ideas, as well as certain primary and secondary sources. In addition, the curriculum specifies some of the work that students will complete, from proofs to research papers. It is up to the teacher to decide how to present the material and how to structure the class time. The curriculum may come with sample lessons and various levels of support, but it is not a script....

Why is a curriculum essential?

Let us start with the practical reasons.... When teachers know what they are supposed to teach, they can put their energy into planning and conducting lessons and correcting student work. If teachers have to figure out what to teach, then there are many moving pieces at once and too much planning on the fly. Also, there is too much temptation to adjust the actual subject matter to the students—if they don't take to the lesson immediately, the teacher may get in the habit of scrambling for something they do like, instead of showing them how to persevere. With a common curriculum, the teacher has the authority to expect students to learn the material....

**Without a curriculum,
we risk confusion, inconsistency,
loss of common
knowledge, and loss
of integrity.**

This leads into some philosophical reasons for a curriculum. A curriculum allows schools to uphold things of importance and beauty. We do children no favor by pretending all texts are equal, all opinions are equal, all writing is wonderful, and everyone is a poet; it is simply not so.... Even if we disagree over what is good, we must dare to select the best....

As it makes room for things of importance and beauty, an excellent curriculum keeps fads at bay. If a school understands what it is teaching and why, if it is willing to defend its choices, then no random consultant

or salesperson will be able to convince the school to buy the latest program, package, or gadget. When considering something new, teachers and administrators will ask themselves and each other, "Does this contribute to our curriculum, to what we are doing and what we value?" If it does, they might consider it further. If it doesn't, they will turn it down....

An established curriculum has great advantages: teachers can think about it long in advance and schools can build their resources over time....

A good curriculum has no shortage of surprises. Far from damping the intellect and spirit, it allows the mind to play. Just as a hundred musical variations can come from a single theme, so a rich variety of lessons can spring from a single topic. But curriculum is not only a boon to the imagination; it is a necessity. Without a curriculum, we risk confusion, inconsistency, loss of common knowledge, and loss of integrity....

Reprinted with permission from the Winter 2010–2011 issue of *American Educator*, the quarterly journal of the American Federation of Teachers, AFL-CIO.

VISUAL and PERFORMING ARTS

PCC's studio art program resides in the Visual and Performing Arts building (previously Communicative Arts Center).

Studio Art:

Commercial Art program's new name

Though adopting a new name, PCC's art program remains committed to teaching traditional methods and high standards of excellence.

The words *art studio* can evoke imaginative images of an artist spending hours alone painting at his easel. But in reality, an art studio can comprise an entire team of artists, illustrators, and designers who work together much like a company.

To reflect this understanding of the term *studio*, PCC's commercial

art program is now named studio art, encompassing both illustration and fine art fields.

PCC's program prepares students for the immense and competitive art industry by teaching traditional art principles that lead to technically sound, God-honoring artwork.

While most college art programs promote unrestrained freedom of expression, PCC's program emphasizes traditional principles with high standards for draftsmanship and aesthetics.

Beginning in freshman courses, students study traditional drawing, painting, and illustration methods

passed down from masters of the past. As they develop technical art techniques, students become more capable of expressing their creativity clearly and skillfully.

After fundamental drawing, design,

Graduating with both art and design training is essential to the success of PCC's art grads.

and painting courses, studio art students concentrate on advanced painting and illustration, working with tra-

ditional media such as watercolor, acrylic, oil, and mixed media. Training in digital painting and illustration using Wacom® digital graphics tablets provides experience for the increasingly digital trends in the art field.

Supplemental graphic design and advertising courses give students greater versatility when starting their careers. In fact, graduating with both art and design training is essential to the success of PCC's art grads, who hold a variety of positions in both the art and design fields, have won national acclaim for their work, and have been featured in popular art publications.

Four Grads Featured in Art Magazine

In a special issue published each year, *Southwest Art* magazine—one of the art world’s premiere publications—features 21 up-and-coming artists under 31 years of age. The contest is open to all artists across the country, and the winners have their work featured in the magazine.

Among this year’s 21 winning artists were four PCC grads:

Angela Burns ('06, MFA '09; IL)

Adam Clague ('06, MFA '09; MI)

Sarah Keller ('04, MA '06; FL)

Jon Stasko ('06, MA '08; NY)

Sarah Keller earned the distinction of having her painting, *Sophie's Seashell*, featured on the cover in addition to the article inside. That makes her one of two PCC grads featured on the magazine’s cover in the past three years.



Southwest Art (Sept. '12) features PCC grad Sarah Keller's painting *Sophie's Seashell* on the cover.

"I wouldn't be the painter I am without the rigorous training I had at PCC. The creative environment was stimulating and fun, and I received personalized instruction." —Sarah Keller, PCC art grad

In the past eight years, twelve PCC art grads have earned recognition in the annual *Southwest Art* "21 Under 31" feature on promising young artists.



Aglow depicts Andrea's sister Rebecca, who is also a PCC art grad ('08, MA '12; OH).

Alumna's Painting Awarded "Best of Show" & \$10,000

PCC grad **Andrea Orr** ('06, MFA '09) received the top prize and \$10,000 in a contest sponsored by one of the art world's renowned galleries.

The Legacy Gallery (AZ) hosted The Scottsdale Salon of Fine Art in the spring, welcoming all artists to submit their finest representational paintings in figurative, portrait, still life, floral, landscape, interior, wildlife, and western themes.

Of the hundreds submitted, Andrea's painting *Aglow* won the Salon's highest award, Best of Show.

One of Andrea's paintings was also featured on the cover of *Southwest Art* in 2010. ■



Nursing Program's New

METIman® Simulator

At first glance, the form occupying a hospital bed in PCC's MacKenzie Building Nursing Lab looks like an average-sized man. But a second glance reveals that the "man" is actually a state-of-the-art METIman simulator—a mannequin housing a complex system of computer and medical technology under its rubberized skin.

Built specifically for nursing education, METIman connects wirelessly to a proprietary software program called Müse, which allows faculty to control the mannequin during instruction via a computer or touch-screen tablet. With features such as blinking eyes, breathing, vital signs, convulsions, and a host of other bodily functions, METIman assists nursing students in learning proper techniques and skills during simulated real-life patient scenarios.



Dr. Denise McCollim, dean of arts and sciences and chair of PCC's nursing department. "The simulator will be used in lab settings with smaller groups of students. A faculty member will run software scenarios on the simulator, and the students will have to assess the mannequin, document their findings, and implement medical solutions."

This tool provides PCC's nursing program with another great resource for effectively training the next generation of health professionals. ■

For over 30 years, the combination of knowledge, skills, and Christ-like compassion at PCC has produced outstanding Christian nurses, who can make a difference in the lives of those they serve.



Enhancements for Campus Connection System

Last fall, PCC launched the new Campus Connection system as students, families, and guests began arriving on campus.

Initially, displays were located in the Administration and academic buildings, residence halls, and Commons. For 2012, new locations have been added including Sports Center, Palms Grille (campus restaurant), and others.

Designed for efficient delivery of information, the network of high-definition monitors announces featured activities, event schedules, weather, and other pertinent information.

Toni Ebert, who oversees the system's scheduling and planning, anticipates the results of sharing expanded information in new locations on campus. "Since we've had the system in place now for one year, various departments are suggesting new items to show. Attendance at many events has been above the previous year's, with some events being filled to capacity," she said. "The only difference is the use of Campus Connection to promote the events."

She finds it rewarding to help keep students informed and generate greater participation. "Bringing this technology to campus and having a hand in the development has been fun and exciting!" ■

Upcoming Events

Presidential Inauguration

PCC will formally recognize
Dr. Troy Shoemaker as second president.

Oct. 12, 2012

1.800.PCC.INFO (1.800.722.4636)
PCCinfo.com

Ladies Celebration

Spiritual renewal & relaxation

Guest Speakers *Mina Oglesby & Debbie Morris*

Oct. 25-27, 2012

850.478.8496, ext. 2828
LadiesCelebration.com

College Days

for high school seniors, juniors, sophomores,
and qualified high school graduates

Nov. 21-23, 2012 • March 21-22, 2013

April 4-5, 2013

1.800.PCC.INFO (1.800.722.4636)
PCCinfo.com/CollegeDays

Bring a group of young people to experience PCC college life and participate in exciting activities and classes.

Bible Conference

Uplifting Bible preaching

Speakers *Dr. Clyde Box, Dr. Marc Monte,
Dr. Johnny Pope*

March 13-15, 2013

1.800.PCC.INFO (1.800.722.4636)

PCC Commencement

for family and friends
of graduating students

May 8, 2013

1.800.PCC.INFO (1.800.722.4636)



Campus Post

Student Perspectives on PCC

The Value of Visiting College

She thumbed through the *PCC Catalog*, pored over the *Viewbook*, and even viewed the 360° campus photos on the Web. But as helpful as those resources were, for commercial writing student **Aurielle Harris** (FL) they couldn't quite compare to the value of visiting PCC for herself. Read what she says about her precollege visits to PCC.



When I visited PCC the first time in spring 2009, I spent most of my time in the Sports Center. I met a ton of students who made me feel like I belonged.

"When our van full of exhausted, crazy teenagers first pulled into campus, everyone got quiet staring at the buildings. People walking on the sidewalks stopped, smiled, and waved at us. Some even came over and asked if we needed help. As a high schooler, it was absolutely incredible that college students were talking to me!

"The next time I came, in spring 2010, I sat in on classes to see the academic side of PCC. Understanding the material made me realize that I really could make it in college. It was a huge factor in my decision to come here. I also saw that the

teachers interacted with the students, something I never saw anywhere else.

"Visiting PCC was far different than I imagined. I had read every *Viewbook* and *Catalog*, and had looked at the 360° pictures online, but it was nothing like seeing it firsthand. It helped me be familiar with the campus and feel more prepared when I became a student. Quite a few students remembered me from my visits, which helped make the transition as a student much easier.

"For me, visiting this campus was what really made me see what God wanted me to do. I would encourage high school students to visit. If you come here with an open heart and mind, you won't leave this campus unchanged. It is worth the time, money, and effort!" ■

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