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General Information

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Philosophy

Houghton College, an educational institution of the Wesleyan Church, seeks to prepare “scholar servants” for effective engagement with the rapidly changing world of the 21st century. As “scholars,” students are trained in the theoretical knowledge of their field but also in how to apply that knowledge to practical circumstances in this country and around the world. As “servants,” they are inspired to steward their gifts humbly and graciously in the name of Jesus Christ in whatever circumstances God calls them to serve.

To be prepared to serve effectively, a Houghton graduate must develop effective skills in listening, reading, written and spoken communication, computation, problem solving, logical reasoning, and value discrimination. In addition, the graduate’s cumulative knowledge must provide a solid foundation for lifelong learning through a thorough grounding in one or more academic disciplines in addition to familiarity with fundamental concepts, principles and methods of the basic fields of knowledge. Learning must also relate disciplines to one another and to life in ways that assist in making wise decisions and appreciating one’s individual heritage while respecting cultural diversity and the integrity of creation.

To be inspired to serve with grace, the graduate must encounter positive models through life examples from Houghton’s faculty and staff. Their reasoned faith must rest on sufficient knowledge of the Bible and its central doctrines to communicate Christianity effectively to others. Their lives translate that knowledge into the daily circumstances of a worshipping and learning community.

To achieve its ideals, Houghton College will sustain a scholarly community of believers who confess the Lordship of Jesus and who actively seek truth and recognize its foundation in Christ. The faculty and staff will strive to provide a challenging and stimulating intellectual environment that is also nurturing and supportive. The community will also be characterized by the historic distinctives of The Wesleyan Church, including purity of heart and life, concern for justice in social issues and unselfish stewardship of time and the material provisions of creation.

Creedal Statement

Christian institutions over the past 2000 years have attempted to articulate the framework of their convictions in cognitive terms called creeds. As an academic institution, we recognize that all learning happens within a framework of assumptions and presuppositions about the ultimate questions of human existence—the meaning of persons and the source and limits of knowledge. At Houghton, as at most Christian liberal arts colleges, we seek to make these assumptions explicit.

Our framework of conviction draws heavily on the affirmations of the Apostle’s Creed. It also reflects the particular concerns of the historical period within which it was articulated.

It is these convictions that we bring into dialogue with our academic studies in such ways that both our faith and our studies may be enlarged and sharpened.

This statement of doctrinal views has been adopted by the board of trustees of Houghton College:

- *We believe that the Scriptures of the Old and New Testaments are fully inspired of God and inerrant in the original writings and that they are of supreme and final authority for faith and practice.*
- *We believe that there is one God, eternally existing in three persons: Father, Son and Holy Spirit.*
- *We believe that God created the entire universe, including human beings, by special operation of divine power.*
- *We believe in the fall of Adam and Eve and the consequent sinful nature of all humanity, which necessitates a divine atonement.*
- *We believe in Jesus Christ as truly God and truly man and in His virgin birth, His matchless teachings, His vicarious death, His bodily resurrection and His promised second coming.*
- *We believe in justification by grace through faith and in regeneration by the Holy Spirit, who makes the penitent believer a new creature in Christ and commences His lifelong sanctifying work.*
- *We believe that the Christian may be filled with the Holy Spirit, or sanctified wholly, as a definite act of divine grace wrought in the heart of the believer to take full possession, cleanse and equip for service on condition of total surrender and obedient faith.*
- *We believe in the personal existence of Satan.*
- *We believe in the bodily resurrection of the dead—of the saved to everlasting blessedness and of the lost to everlasting punishment.*

Community Expectation

All community members, including students, commit to Houghton's [Community Covenant](#). This commitment signals our desire to live together in Christian community and fellowship. The [Student Guide](#) gives a more complete statement of expectations for community life, including student behavior and lifestyle.

As part of our commitment to community life, the Houghton community gathers for chapel three times a week (Monday, Wednesday and Friday). Students commit to attending at least 2/3 of these chapels per semester.

Locations

Houghton College's main campus is in the hamlet of Houghton, Allegany County, in Western New York, about 65 miles southeast of Buffalo and 70 miles southwest of Rochester. It is in the heart of the Genesee country, rich in historic Archaic, Lamoka, and Woodland Native American cultures. The campus sits on the Allegheny Plateau at roughly the 1,300-foot level on the site of the former Caneadea Indian Reservation of the early 1800s. Fifteen miles to the north are the Genesee's magnificent Portage Falls and Letchworth State Park. On all sides is the scenic beauty of the rolling hills and northern hardwood forests of western New York State. Allegany County, with extensive state forest land, abundant wildlife, and cross-country and downhill ski trails, is rapidly developing into a leading recreation area of Western New York.

When the former Buffalo Bible Institute in West Seneca merged with Houghton College in 1969, the West Seneca campus was created. The programs on this campus evolved from lower-divisional status to specialized courses and internships designed to complement majors offered on the main campus, particularly those requiring an urban setting.

Houghton College has moved the focus of its work from the former Buffalo Bible Institute site in West Seneca to various sites within and around the city of Buffalo. Our involvement is now in Adult Education, the Houghton in Buffalo Associate of Arts (Symphony Circle), the Chapel at CrossPoint (Getzville), Wesley Service Corps, and various other ministries of co-curricular education and service.

Academic Standing and Regulations

Houghton College is fully accredited by the [Regents](#) of the University of the State of New York and by the [Middle States Commission](#) on Higher Education. The Middle States Commission on Higher Education, 3624 Market St, Philadelphia, PA 19104 (267.284.5000), is an institutional accrediting agency recognized by the U. S. Secretary of Education and the Council for Higher Education Accreditation. The most recent renewal of this status was awarded in 2015.

The Greatbatch School of Music is a member of and accredited by the [National Association of Schools of Music](#), and the requirements for entrance and for graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190 (703.437.0700).

The Education Department is a member of and accredited by the [Teacher Education Accreditation Council](#), One Dupont Circle, Suite 320, Washington, D.C. 20036 (202.466.7236). N.B. The Teacher Education Accreditation Council (TEAC) is in the process of consolidation and transition to the Council for the Accreditation of Educator Preparation (CAEP). TEAC will sunset after the final TEAC accreditation cycle in fall of 2023. TEAC is administered through CAEP.

Houghton Graduates

Each year, an average of 65 percent of Houghton's graduates go on to full-time employment. The remaining 35 percent enter graduate school within a year of leaving Houghton. Approximately 16 percent of our graduates go into full-time Christian service. The remainder tend to enter professional fields such as education, business, medicine, law and social services. Post-graduation statistics are available from the [Vocational Opportunities and Career Advising \(VOCA\) Center](#).

Consortiums

Consortium activities increase learning opportunities for students by bringing special offerings to campus and by creating the opportunity for selected sophomores or juniors to enroll with ease in special offerings at other consortium colleges.

- [Christian College Consortium](#)
- [Council for Christian Colleges and Universities \(CCCU\)](#)
 - See the [Off-Campus Study Opportunities](#) for information about the off-campus options with the CCCU.
- [Western New York Higher Education Consortium](#)
- Five-College Committee
 - Houghton is also part of an ongoing consortium relationship with four other colleges serving the northern tip of Appalachia: St. Bonaventure University, Alfred University, Jamestown Community College (Olean) and the SUNY College of Technology at Alfred. Details of cross-enrollment opportunities may be found through the [Registrar/Academic Records office](#).
- Rochester Area Colleges

- Rochester Area Colleges is a consortium of higher education institutions in the Rochester, New York, area. Founded in 1970, Rochester Area Colleges has numerous area public and private colleges as members and provides numerous collaborative working opportunities for colleges and their students. The purpose of the association is to support the functions of career development, placement and experiential education in the region.
- Participating institutions include Alfred University, Colgate Rochester Crozer Divinity School, Finger Lakes Community College, Genesee Community College, Hobart and William Smith Colleges, Houghton College, Keuka College, Monroe Community College, Nazareth College, Roberts Wesleyan College, Rochester Institute of Technology, St. Bernard's Institute, St. John Fisher College, SUNY Alfred, SUNY Brockport, SUNY Empire State College, SUNY Geneseo, University of Rochester and Wells College. For further information, contact the [Registrar/Academic Records office](#).

Policy Information

- [Army ROTC](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Crime Statistics Reporting](#)
- [Harassment Policy and Prevention](#)

Administrative Staff

Name	Title
Mark Alessi	Administrative Systems Manager
Jeffrey Babbitt	Director, Marketing and Communications
Erin Bard	Network Administrator
Nancy Cole	Volleyball Coach
Benjamin Colter	Donor Relations Coordinator
Jonathan Craton	Resident Director, Rothenbuhler Hall
Rebecca Crouch	Director of Conferences
Laura Cunningham	Resident Director, Gillette Hall
Steven Dunmire	Director of Ministry Resources
Raymond Ellis	Head Men's & Women's Tennis Coach
Danae Forrest	Controller
Andrew Gaerte	Regional Director of Development

Phyllis Gaerte	Director of Community Relations
Marshall Green	Public Relations Specialist
Kurtis Habecker	Administrative Systems Programmer
Patrick Hager	Head Cross Country, Track & Field Coach
Donald Haingray	Director of Technology Services
Deanna Hand	Head Athletic Trainer and Senior Woman Administrator
Sharleen Holmes	Library Operations Manager
James Hutter	Associate Director of Academic Records
Kevin Jackson	Director of Sound and Recording; Instructor
Kevin L. C. Kettinger	Registrar
Nicole Kuehner	Admission Counselor
Cindy Lastoria	Director of Operations for the President
Joseph Liddick	Regional Director of Development
Jay Livingston	Associate Director of Technology Services
Marianne Loper	Director, Student Financial Services
H. Skip Lord	Executive Director of Athletics
Susan Martin	Graduation Counselor
Corky McMullen	Head Men's Basketball Coach
J. L. Miller	Resident Director - Townhouses
Alicia Mucher	Head Women's Basketball Coach and Assistant S.I.D.
Jason Mucher	Director of Compliance and Communication
Chad Muise	Admission Counselor
Daniel Noyes	Regional Director of Development
Andrew Oden	Visit Office Coordinator
Helena Oden	Director of Campus Store

John Oden	Director of Advancement Services
Eden Palmer	Assistant Athletic Trainer
Ray Parlett	Director, Campus Safety & Security
Beth Phifer	Resident Director - Lambein Hall
Brian Reitnour	Head Baseball Coach; Assistant Sports Information Director
Brandon Rush	Senior Creative Designer
Elizabeth Rutledge	Assistant Director for Admission Events and Office Operations
Ryan Spear	Director of Admission
Nancy Stanley	Human Resources Administrator and Payroll Supervisor
Jason Stephens	Resident Director, Shenawana Hall
Seth Taylor	Network Administrator
Zina Teague	Admission Counselor
Christopher Tetta	Web Coordinator
Matthew Webb	Head Men's Soccer Coach; Assistant Athletics Director
Aimee White	Program Coordinator, Buffalo AA Program
Dale Wright	Executive Director Human Resources and Administration
Molly Wright	Admission Counselor
Amanda Zacchigna	Head Women's Lacrosse Coach
Hannah Zgrablich	Interim Head Field Hockey Coach

Buildings and Facilities

[Campus map and building and facilities information](#)

Computing Facilities

The college offers wired network access for each student in college-owned dormitories and townhouses as well as a robust campus-wide wireless network. The majority of classrooms have projection technology. There are several wired classrooms and two distance learning facilities. The Art, Music, Communication and Computer Science departments maintain labs for department-specific applications. General-use computers and print centers are located in the basement of the Campus Center and on the second floor of the library. Additional print centers are located in the Chamberlain Center, Library, Paine Science Center, Center for the Arts and the laundry room of the Hazlett Town House.

Health Center

Located in the lower level of the southwest wing of Gillette Hall, the Health Center contains exam rooms and a nursing treatment room, reception area and conference room.

Trustees and Officers

Board of Trustees

Names	City and State
David Babb	Allentown, PA
Gary Bahler	Stockbridge, MA
Evelyn Barnett	Roseville, CA
Kevin Batman	Marion, IN
Robert Davidson	Otego, NY
James Eckert	Bristow, VA
John Gillette	Mooers, NY
Anthony Graham	West Hempstead, NY
Russ Gunsalus <i>Ex officio, non-voting</i>	Indianapolis, IN
Carole Hamm	Lewisburg, PA
Stanley Hoover	Annapolis, MD
David Irwin	Berkeley, CA
Joseph Jennings (secretary)	Eden, NY
Daniel Jones	Caledonia, NY
William Jones	Greensboro, MD
Ray Kaltenbaugh	Sandy Lake, PA
Kevin Knowlton	Lakeland, FL
Gary Larder	Rochester, NY
John Lee (chair)	Orchard Park, NY
J. Anthony Lloyd	Framingham, MA

John Lyon	Arlington, VA
Jeffrey Mansell	Hilliard, OH
C. David Markle	Kennesaw, GA
Gregory McClain	Hamburg, NY
Harriett Olson	New York, NY
Brent Russett	Ottawa, ON
Clifton Seaman	Churchville, NY
Terry Slye (vice chair)	Saint Paul, MN
Bobbie Strand	Minneapolis, MN
David White (assistant secretary)	Clarence, NY
Harry F. Wood	Orefield, PA
Ruth Woodworth	Fredericton, NB

Trustee Emeriti

- Daniel Chamberlain, President Emeritus
- Melvin Dieter, Chair Emeritus
- Robert Kaltenbaugh
- Ian Lennox, Chair Emeritus
- John Mervine

President's Advisory Board

Names	City and State
David Adams	Philadelphia, PA
Daniel Bates (chair)	Portland, OR
Debra Canfield	Fulton, NY
Jeffrey Clay	Mechanicsburg, PA
Jeffrey Hoffman	Gilbert, AZ
Jeremy Martin	Williamsburg, VA
Carmen McKell	Ottawa, ON

Jennifer McNiven	Fishers, IN
Jamey Moran	Williamsville, NY
Audrey Moses	Houston, TX
Brian Osterhus	Westwood, NJ
Jeffrey Prinsell	Marietta, GA
Gordon "Don" Purdy	Buffalo, NY
Robert Reese	Kennett Square, PA
James Rogan	Tell City, IN
David Tideman	Landenberg, PA
Robert Van Dyk	Ridgewood, NJ
Richard Vienne	Buffalo, NY

Chief Officers of Administration

Name	Title
Eric Currie, MDiv	Vice President for Enrollment
Karl Sisson, BS	Vice President for Advancement and External Relations
Shirley Mullen, PhD	President
Robert Pool, PhD	Vice President for Student Life
S. Jack Connell, EdD, PhD	Dean of the College, Vice President for Academic Affairs
David Smith, BA	Vice President for Finance and Planning

Admission Information

General Information

Houghton seeks to admit students who demonstrate capability of contributing to and benefiting from Houghton's Christ-centered academic community. The [Office of Admission](#) carefully reviews each application, including transcripts, standardized test scores, recommendation(s) and other supporting documents.

Non-discrimination

Houghton College admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national or ethnic origin, or handicap in administration of its educational policies, admission policies, scholarship and loan options, and athletic or other school-administered offerings. The college reserves the right to operate as a church-related institution and to develop policies consistent with the religious tenets of its sponsoring denomination, [The Wesleyan Church](#).

Application Forms

A student will be considered for admission after all parts of the application are received, including the signed completed application, a recommendation, high school transcripts, SAT or ACT scores, and the application fee. International students whose first language is other than English may submit a TOEFL score in lieu of an SAT or ACT. While Canadian applicants are not required to submit SAT or ACT scores to be considered for admission or scholarship opportunities, doing so is recommended for those seeking top scholarship consideration or admission to Honors at Houghton.

Houghton College accepts The Common Application in addition to our own online or print application. [Application forms](#) are available from the Office of Admission, Houghton College, Houghton, NY 14744 ([e-mail](#); [website](#); phone: 800.777.2556).

Application Deadlines

The Office of Admission responds to applications for admission on a rolling basis. Students applying before December 1st will receive advanced notice of admission and priority consideration for top scholarships and Honors at Houghton.

An accepted applicant is asked to confirm his or her intention to enroll by paying a \$300 enrollment deposit by May 1 or within four weeks of receiving a financial aid award letter, thereby reserving a place in the entering class. This deposit is refundable prior to May 1 but not-refundable after that date.

Applications for spring semester admission must be received by December 1.

Application Fee

A \$40 nonrefundable application fee is normally charged on all applications. The application fee will be waived for students who regularly attend a Wesleyan Church, are dependents of Houghton alumni, or for students who submitted their application by the advertised fee waiver dates.

Music Majors

Music majors must complete an additional application and audition for The Greatbatch School of Music. Music applications can be obtained from The Greatbatch School of Music ([e-mail](#); [website](#); phone: 800.777.2556, ext. 4000) or completed [online](#) (no additional application fee).

Honors at Houghton Admission

Upon admission to Houghton, select students will be invited to apply for admission to Honors at Houghton on the basis of their academic profile. The Admission Office will begin the formal invitation process in early November, continuing through early January. Finalists and their parents will be invited to campus for an interview weekend.

Decisions regarding admission to the various tracks will be made upon completion of the final Honors at Houghton interview weekend. Students waitlisted for Honors at Houghton will begin receiving notification of offers of admission into Honors at Houghton beginning after April 1 and pending availability in each cohort. A student's intended major is not a factor in the selection.

Honors at Houghton also includes *Scholastica*, an honors experience for second-year and transfer students. The interview process takes place beginning in the spring semester.

For further information, please contact the [Admission office](#) or visit the [Houghton Honors website](#).

Recommended High School Courses

Houghton regards quality high school achievement as more important than the specific alignment of courses; however, the following are recommended for academic preparation for college:

- English: 4 years
- Foreign Language: at least 2 years
- Mathematics: 3 years
- History or Social Science: at least 3 years
- Science: at least 2 years

Entrance Examinations

With the exception of international students (including Canadians), applicants must take the Scholastic Assessment Test (SAT I) of the College Entrance Examination Board or the Test Battery of the American College Testing (ACT) in their junior or senior year of high school. SAT subject tests are not required.

When considering the SAT, Houghton College will focus primarily on the traditional critical reading and math sections of the exam. Writing section scores will be considered, for both admission and scholarship purposes, but will not carry the same weight as the other two sections. The same is true for the optional ACT Writing Test. The Admission Office has a policy for "super-scoring" test scores such that an applicant's best subset scores from multiple tests will be used in admission and scholarship decisions.

Information regarding the SAT may be obtained from [College Board](#). ACT information may be found at the [ACT website](#).

Houghton's institution code numbers are **2299 for SAT** and **2766 for ACT**.

International Students

Application requirements for International Students may be found on our [website](#). With the exception of Canadian applicants, all international applicants must submit an affidavit of financial support in order to be considered for admission.

Students from non-English-speaking countries must take the Test of English as a Foreign Language (TOEFL) administered by the [Educational Testing Service](#), Princeton, NJ 08540, and see that these scores are forwarded to the college. Students with a paper-based TOEFL score of 550 or higher, an internet-based score of 80 or higher, or a computer-based score of 213 or higher may be offered admission provided that all other factors are acceptable. Houghton will also accept an International English Language Testing System score of 6.5.

Students who score below an 80 on the TOEFL or who have not taken the TOEFL and wish to be considered for admission may be admitted provisionally and admitted into an intensive academic English track through our [Pathway Plan](#). The students admitted into the Pathway Plan take a minimum of one semester and possibly two semesters of Intensive Academic English (IAE) for college language credit and have the opportunity to receive a minor in American Language and Culture. These credits count fully for the student degree at Houghton College. Upon successful completion of the Pathway Plan, students will be able to continue their academic studies at Houghton College.

High School Equivalency

Under some circumstances, an applicant may be considered for admission on the basis of adequate scores on the New York State High School Equivalency examination or on the USAF high school equivalency test of General Education Development, High School Level. In order to qualify for such consideration, the applicant must earn a composite score of 2500 or higher with no individual test score below 450. A student who has completed three years of high school may be accepted and then be eligible for a high school diploma from New York State upon the successful completion of 24 semester hours at Houghton. Students who are considering leaving high school early should consult with the Houghton College [Admission](#) and [Student Financial Services](#) offices. In some situations, students who attend college full time before completing high school are not eligible for financial aid.

Advanced Placement Tests

Advanced course standing and/or college credit may be granted to students who take the College Entrance Examination Board Advanced Placement (AP) tests. These are given in May to students who have taken high school courses equivalent to first-year college courses. See the [current list](#) of approved tests and applications of credit.

Inquiry concerning these tests should be made to the applicant's high school guidance office or to the [AP program](#) of the College Entrance Examination Board.

CLEP

College-Level Examination Program (CLEP) tests may be applied for advanced placement and/or credit. Only subject examinations will be accepted from CLEP. Guidelines for the transfer of credit via CLEP can be found at our [Guidelines](#) page.

Students may test for credit by CLEP at the beginning level of a foreign language provided the testing is done prior to the completion of the level 205 foreign language course and at the intermediate level

provided the testing is done prior to the completion of the first advanced course. More information on CLEP exams may be obtained from [College Board](#).

Re-admission

Students who have withdrawn from Houghton College and wish to return must re-apply for admission and ensure that the college receives transcripts for any college work taken in the interim. Re-admission is not automatic but is based on the student's entire academic record, previous Houghton involvement, and other life circumstances since leaving Houghton. The re-application form is accessible on the [Admission website](#).

Homeschoolers

Houghton College welcomes applications from homeschooled students. Approximately 40-50 students each year come to the college from a homeschool background.

Houghton does not have a preference for any one curriculum or homeschool approach over another and considers each homeschooled applicant individually and holistically. Homeschoolers who submit work to a distance learning entity (e.g., Christian Liberty Satellite Academy) should have that organization send a transcript. Otherwise, families should provide information regarding academic work and related activities for the 9th-12th-grade years. A reading list may also be submitted. The admission page of the Houghton College website features a [sample curricular template](#) and other useful information for homeschool families.

While the Admission Office may admit a homeschooled student regardless of external secondary-completion credentials, eligibility for Federal aid requires certain documentation to be provided. Contact the Office of Admission to discuss these Federal requirements. For New York State students in particular, note the information below.

New York residents wishing to receive state need-based financial aid (NYS TAP) must demonstrate the "Ability to Benefit" (ATB) from higher education. Presently, the SAT and ACT are not acceptable ATB tests. A secondary-education completion credential (such as the Test Assessing Secondary Completion) or high school diploma (from a school registered with the state of New York) is acceptable, as are passing scores on one of several basic skills tests. A letter attesting to the substantial equivalency of the student's homeschooled education from a local public high school official will also meet the ATB requirement. The following link provides helpful information regarding ATB requirements for homeschooled students.

Homeschoolers who have taken college courses should have official transcripts of that work sent to Houghton.

Part-time Students

An individual who wishes to take a class as a part-time student must complete a [special student application form](#) online or obtained through the Admission office. Similarly, high school students (and homeschoolers) who wish to take a class prior to graduating from high school must complete the high school student application form, which can be obtained through the Admission office. High school students must have completed their sophomore year in order to take a class at the college. Certain other stipulations and restrictions may apply; please contact the [Admission office](#) for further details.

Dual Enrollment

Houghton College has partnered with select high schools to offer dual-enrollment courses.

Transfer Admission Information

A transfer student is defined as any student who has either enrolled as a full-time college student or completed at least 12 credit hours subsequent to secondary completion. There may be special considerations for homeschooled students who have enrolled in college coursework as part of their homeschool curriculum and graduation requirements.

Transfer students are welcome at Houghton with preference given to individuals who present a grade point average (GPA) of 3.00 or higher. Transfer students are expected to reside initially in college housing unless they are commuting from home or at least 24 years old.

Transfer students must submit an official transcript from all colleges attended in addition to a high school transcript and recommendation. SAT or ACT scores are generally not required for transfer students.

Undergraduate Transfer Credit Guidelines

Transfers must complete at least 30 hours at Houghton and earn at least 50 percent of their major hours at Houghton.

Transfer credits are accepted from institutions that are regionally accredited and listed by the U.S. Office of Education in its current Education Directory of Colleges and Universities.

A maximum of 32 hours of approved AP, CLEP, DSST, and Higher Level International Baccalaureate (IB) will transfer to Houghton.

Up to 67 credit hours may be transferred for appropriate courses completed with a grade of C- or above from a regionally accredited community college or a Bible college accredited by the Association for Biblical Higher Education (ABHE).

The Registrar/Academic Records Office, in consultation with relevant department chairs, will assess all transfer credits. Except as noted below, credit to meet Houghton requirements is granted on a course-by-course basis when it is reasonably clear that the course being transferred would, if taken at Houghton College, fulfill Houghton College requirements.

Only grades received at Houghton are used to figure the Houghton College GPA; accepted hours earned elsewhere, however, will be posted to the Houghton transcript.

At least 62 credit hours must be taken at Houghton to be eligible for graduation Latin honors (*cum laude*, *magna cum laude* or *summa cum laude*). In order to be eligible to be valedictorian or salutatorian, the student must be full time in the spring semester, be a May graduate, and have earned a minimum of 90 Houghton College credits.

Undergraduate Transfer Students with a Full Year of College Credit

For students who have at least a full year of successful college experience—as demonstrated by at least 25 transferable semester credit hours earned *following high school graduation*—a course-by-course assessment will be done. However, if the year was spent in normal pursuit of a baccalaureate degree in an accredited baccalaureate institution, each course of a general education nature taken in a discipline

will count for a Houghton Integrative Studies requirement in that discipline even if the equivalent course taken at Houghton College would not count. (e.g., Courses in World Literature or World Civilization would meet Houghton's requirements for Culture: Literature, or Culture: History.)

Junior Transfers from Four-Year Baccalaureate Institutions

For students who have been enrolled in a baccalaureate degree in an accredited baccalaureate institution and have successfully completed 60 or more semester hours of transferable credits, special considerations apply in meeting Houghton's Integrative Studies requirements.

Students who have earned at least 40 transferable hours from a single baccalaureate institution may complete either Houghton's foreign language requirement or the foreign language requirement of the institution where the majority of transferable hours have been earned.

Students who have earned at least 45 transferable hours in at least seven of the following 10 areas need only take Biblical Literature or, if eligible, a 200-level Bible course (excluding BIBL 251 and BIBL 261) *and* Introduction to Christianity to complete their Integrative Studies requirements: writing, literature, communication, foreign language, social science, philosophy, fine arts, history, math and science.

Students with an Associate's Degree

Transfer students who have earned an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited college may enter as juniors. Such students must take Biblical Literature or, if eligible, a 200-level Bible course (excluding BIBL 251 and BIBL 261) *and* Introduction to Christianity to complete their Integrative Studies requirements. This policy does not apply to students who have attended Houghton previously, nor does it apply to students who have earned an Associate of Applied Science (AAS) degree.

Transfer Agreements with Community Colleges

Houghton College has established formal transfer articulation agreements with community colleges across New York State. These agreements allow graduates who earn AA or AS degrees to transfer directly to Houghton with junior class standing. In most cases—but not all—such students are able to complete their Houghton degree in two years of full-time study.

Financial Information

General Information

The goal of the Student Financial Services office is to assist families through the financial aid process and help them identify sources of aid so that a Houghton education is affordable. Houghton College distributes aid in compliance with all federal, state, and institutional policies and procedures. All students are urged to consult with the aid counselors about particular situations regarding funding. This is especially true for students considering participation in consortium or study-abroad opportunities.

Student Accounts

The mission of the Student Accounts office is to provide excellent service for our students, parents and colleagues while upholding internal controls that ensure financial transactions are accurately processed and proper records are maintained. The office is responsible for billing and collection of student tuition, fees, and room and board for each semester as well as the receipt and disbursement of all student financial aid, including processing refunds from financial aid awards.

It is our goal to provide excellent service and support to our student population in a professional manner in order to create a positive environment for our students, parents and colleagues. We hope this information helps give students and parents insight as to the functions of Student Accounts at Houghton College.

Tuition and Fees

Houghton College Schedule of Semester Fees 2016-2017

Tuition:	Tuition (flat rate: 12-18 hours per semester)	\$ 15,068
	Tuition (per hour, 1-11 hours)	\$ 1,267
	Tuition (per hour, for hours over 18)	\$ 696
	Fee for auditing a course (if not covered under flat rate)	\$ 50
	Tutorial fee (per hour—add to tuition fee)	\$ 300
	Tuition (per hour Mayterm and Summer sessions)	\$ TBD
	Graduate tuition (Music) (per hour)	\$ 590
	Summer Online tuition (per hour)	\$ 160

Board:	Full Access board plan (per semester)	\$ 2,029
	14-Meal Plan or 170 Block Plan (per semester)	\$ 1,898
	7-Meal Plan or 90 Block Plan (per semester)	\$ 1,067

(The Full Access board plan is required for first-year students and sophomores. Juniors have the option of the 14-Meal Plan or Full Access plan. Seniors in traditional residence halls must be on the 14-Meal Plan or Full Access plan; seniors in the Townhouses have the additional option of the 7-Meal Plan.)

Housing:	Dorm Double (including Rectory)	\$ 2,348
	Townhouse Double	\$ 2,665
	Gillette Dorm Single	\$ 2,837
	Gillette Small Single	\$ 2,754
	Gillette Triple Suite	\$ 2,347
	Dorm Triple (including Gillette Townhouse Floor)	\$ 2,030
	Gillette Quad	\$ 1,676
	Dorm singles (except Gillette), Rectory single, dorm double held as single, dorm triple held as double	\$ 3,378
	Singles in Townhouses	\$ 3,551
	College Farm	\$ 1,848

Fees:	Required Fees: (applicable to all full-time students)	
	Health Center and Counseling Fee (per semester)	\$ 100
	Orientation Fee (one-time fee for First-Year Orientation Weekend)	\$ 100
	Applied Music - In addition to the flat rate fee for tuition, students taking applied music are charged a special fee according to the following schedule:	
	Half-hour lesson (for 1-2 hours credit)	\$ 403
	Hour lesson (for 3-4 hours credit)	\$ 805
	Hour-and-a-half lesson (for 5-6 hours credit)	\$ 1,208
	Honors at Houghton Fees:	
	Science: fee per semester (all lab fees, Mayterm housing & meals)	\$ 725
	London & EMW: fee per semester (travel expenses)	\$ 725
	London Spring Semester Housing & Meals	\$ 4,377
	Off-Campus Studies:	
	Tanzania Program (includes room, board, fees and airfare from gateway airport)	\$ 5,697
	Go-Ed (includes room, board, fees and airfare from gateway airport)	\$ 5,344

Laboratory & Misc. Fees:

Application	\$ 40	Late Payment Registration Fee	\$ 250
Art Studio Lab Fee	\$ 150	PHED & REC Fees (select courses)	\$ 25-150

Certification – Wilderness First Responder	\$ 185	Pro Tools/Commercial Music Fee	\$ 150
EdThena Education Lab Fee	\$ 100	Recital Recording Fee	\$ 43
First-Year Student Enrollment Deposit	\$ 300	Science Laboratory Fee (per lab)	\$ 150
Forsyth Learning Commons Fee	\$ 150	Sickness/Accident Coverage (12 months)	\$ TBD
Highlander	\$ 600	Accident Only Insurance (required for athletes)	\$ TBD
Horsemanship I & II Course Fee	\$ 208	Special Test Fee	\$ 15
Horsemanship (other horsemanship		Transcript Fee (each copy)	\$ 5
courses with labs	\$ 416	Vehicle Registration (annual)	\$ 30-150

Note: Prices subject to change.

- [Adult Education Program \(Adult Degree Completion\)](#)

General Information and Policies

- [Housing, Board, Late Fees, and Financial Delinquency](#)
- [Mayterm](#)
- [Payments](#)
- [Off-campus Study Opportunities](#)

Financial Aid

At Houghton, we believe that it's our job to do more than develop the next generation of bright minds and industrious professionals. We develop thoughtful, generous, responsible human beings—people with open minds, deep faith and compassionate hearts, people who will make an impact on the world, whether by going on a mission trip, creating environmentally sound technologies or simply conducting business with skill and integrity.

We are committed to the needs of our students and their parents and recognize that college is a significant and personal investment and a major concern for most families. At Houghton College, our financial aid staff understand your concerns, and we do everything we can to make this process as easy as possible.

Our goal is to make an education at Houghton College affordable for all of our students. Although we are not able to meet the full need of every student, by combining the various types of financial aid available, we use every manner possible to coordinate adequate resources to enable you to invest in a higher education at Houghton College.

We hope the information here will help you navigate the financial aid process and offer valuable resources as you prepare for this important step in your life.

Canadians and other international students may receive institutional aid by completing the [appropriate forms](#).

Free Application for Federal Student Aid (FAFSA)

Any U.S. student who wishes to be considered for aid funds administered by Houghton College must submit a copy of the FAFSA annually, listing Houghton College (school code: 002734) as a recipient. The FAFSA may be submitted online after January 1 at www.fafsa.ed.gov. Priority consideration is given to students whose applications are received by March 1. **Houghton College aid may not be renewed to returning students applying for it after July 1.**

Houghton College uses the federal methodology formula to determine financial need. The expected family contribution, which is a calculation of the federal methodology formula from the FAFSA data, is subtracted from the cost of attendance to determine need. The Student Financial Services office attempts to meet the financial need of each student through various financial aid options.

All grants, scholarships, and federal loans are credited to the student's account each semester. Federal college work-study earnings are paid by check (or direct deposit if requested) to the student on a bi-weekly basis.

Requirements for Financial Aid Consideration

A student must be a matriculated student making satisfactory academic progress to receive financial aid. A matriculated student is one who has met the entrance requirements and is pursuing a degree.

All inquiries concerning tuition, fees, scholarships, grants or loans should be directed to Student Financial Services, Houghton College, One Willard Avenue, Houghton, NY 14744 (phone: 585.567.9328 | email: sfso@houghton.edu | web: www.houghton.edu/sfso).

The procedures and policies listed above supersede those published previously and are subject to change at any time.

Refund Policy

Houghton College's refund policy is in accordance with the U.S. Department of Education's regulations. The policy applies to all students who do not complete the enrollment period for which they have been charged.

Houghton College uses student accounts to assess charges and apply payments and credits against those charges. Financial aid payments are applied to student accounts after the close of the add/drop period. If a student's account balance is a credit, it is the policy of the college to refund the credit to the student in a timely manner under most circumstances. Credit balances caused by financial aid are refunded after careful evaluation of the student's account and eligibility for aid. If a credit balance refund is due to the student, the refund is made to the student within 14 days, as required by the federal regulations for Title IV funds. Refunds will typically be issued in the form of a check made payable to the student and mailed to the student's preferred address. The student may also request to pick the check up on campus at the Student Financial Services office.

If the student wishes to keep the credit balance on their student account, the Student Financial Services office must have a written and signed request from the student, as required by the federal regulations for Title IV funds.

The term “Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Federal Direct loans, Federal PLUS loans, Federal Perkins loans, Federal Pell Grants and Federal SEOG.

Eligibility for refund is dependent on a number of factors and will be determined by the Student Financial Services office.

In the case of course cancellation by the institution, credit equal to 100% of tuition and fees will be given. Students suspended for academic or disciplinary reasons will not be entitled to a refund of tuition, fees or housing.

A credit balance on student accounts as a result of withdrawal will be refunded in a minimum of two weeks after the student has officially withdrawn through the Registrar/Academic Records Office.

[Change in Enrollment Status](#)

If a student changes enrollment status after he or she has received a refund based on financial aid, he or she may be required to repay all or part of the aid received to Houghton College or to the appropriate federal or state aid programs. Students receiving federal aid who change enrollment status or withdraw from the college will have federal aid adjusted in accordance with formulas prescribed by the Federal Title IV Program.

A student who withdraws from Houghton College receives only the balance that remains on his or her account after the appropriate refund calculations have been made by the Student Financial Services office in accordance with the Return of Federal Title IV Funds Policy below.

A student’s withdrawal date is the date on which the student began the institution’s withdrawal process or officially notified the institution of intent to withdraw or the midpoint of the period for a student who leaves without notifying the institution. The refund charts for our semester and modular programs are below.

If a student stops attending classes and begins the withdrawal process but remains on campus utilizing room and/or board for an additional amount of time, separate dates will be used to calculate room and board refunds. Students withdrawing before the classes begin for a given term will receive a 100 percent refund of charges. A copy of the worksheet used for the refund calculation can be requested from the Student Financial Services office.

Any student who is granted a medical withdrawal will receive a refund of charges prorated on a per diem basis up to the 100 percent point in the semester. The Office of Student Life must approve a medical withdrawal. A student who is granted a leave of absence is treated in the same manner as students who withdraw from the college.

Fall/Spring Tuition, Room and Meal Plan Refund:

Days 1 and 2	100%
Days 3 through 7	90%
Week 2	75%

Week 3	50%
Week 4	25%
Week 5 and after	0%

Refund 8-Week Modules:

First Two Days	100%
Remainder of First Week	75%
Second Week	50%
Third Week and Beyond	0%

[Return of Federal Title IV Funds Policy](#)

Title IV aid and all other aid is earned in a prorated manner on a per diem basis following the academic calendar up to the 60 percent point in the semester. Title IV aid and all other aid are viewed as 100 percent earned after that point in time.

In accordance with federal regulations, when financial aid is involved, refunds are allocated in the following order: Federal Direct Unsubsidized loans; Federal Direct Subsidized loans; Federal Perkins loans; Federal PLUS loans; Federal Pell Grants; Federal SEOG; other Title IV assistance; other Federal sources of aid; other state, private and institutional aid; and lastly, the student.

The following outlines the policy in greater detail.

[Funds Returned](#)

Houghton College returns unearned funds received from Federal student assistance programs to the proper program accounts or lenders in accordance with Federal Title IV student assistance regulations, as amended, under 34-CFR, section 668.22(d) of the Reauthorization of the Higher Education Act of 1965.

A student receiving aid from Federal Title IV programs is required to complete a minimum number of hours for which aid was received. If a student completely withdraws from school during the semester or stops attending but fails to officially withdraw, the student may be required to return the unearned part of the funds received to help pay educational expenses for the semester. Liability for return of Federal Title IV funds will be determined in accordance with the following guidelines:

- If a student remains enrolled and attends class beyond the 60 percent mark of the semester in which aid is received, all federal aid is considered earned and not subject to this policy.
- If a student remains enrolled and attends class beyond the 60 percent mark of the semester in which aid is received, all federal aid is considered earned and not subject to this policy.
- If a student completes the institution's withdrawal process before the 60 percent mark of the semester, a pro-rated portion of the federal aid received must be returned to the federal aid programs equal to the percentage of the semester remaining.

- If a student fails to complete the institution's withdrawal process but stops attending classes, a pro-rated portion of the federal aid received, based on the last documented date of attendance, must be returned to the federal aid programs. If the institution is not able to document the last date of attendance, one half of all federal aid received during the semester must be returned to the federal aid programs.

Return of Federal Title IV funds will be distributed according to statutory regulations. Worksheets/Formulas provided by the U.S. Department of Education will be used to determine the amounts and order of return. If a student's share of the return amount exists, the student will be notified and allowed 45 days from the date of determination to return the funds to the Student Financial Services office of the institution for deposit into the federal programs accounts. If the student fails to return the amount owed within the 45-day period, the amount of overpayment will be reported to the U.S. Department of Education (DOE) via the National Student Loan Database (NSLDS), and the student will be referred to the DOE for resolution of the debt. When necessary, unearned aid will be refunded to the appropriate programs based on these regulations.

Funds Disbursed

When a student officially or unofficially withdraws, the Student Financial Services office will determine if the student is entitled to a post-withdrawal disbursement. Post-withdrawal disbursement occurs when the student receives less federal student aid than the amount earned (based on the withdrawal date). Houghton College will then offer a disbursement of the earned aid that was not received. All post-withdrawal disbursement offers will be made within 14 days of the date on which Houghton College determined that the student withdrew.

**** The fees, procedures and policies listed above supersede those published previously and are subject to change at any time ****

Satisfactory Academic Progress

Satisfactory Academic Progress requirements for federal and institutional financial aid

According to Title IV financial aid regulations, students must make satisfactory progress toward a degree in order to remain eligible to receive financial aid. Satisfactory academic progress includes both a qualitative (GPA) and quantitative (number of credit hours completed) measure of the student's progress. For a four-year (eight-semester) bachelor's degree, there is a 12-semester maximum for the receipt of federal aid (150% rule).

Students who fail to make satisfactory academic progress will be subject to the following.

Financial Aid Warning

The first time that a student fails to meet the satisfactory academic progress requirements, he or she will be sent a financial aid warning letter, which will indicate that the student is in danger of losing aid eligibility unless he or she improves his or her academic record. A student on financial aid warning may continue to receive financial aid for the next payment period.

Financial Aid Probation

The second time that a student fails to meet the satisfactory academic progress requirements, he or she will lose eligibility for financial aid. However, the student may petition the Committee on Satisfactory

Academic Progress to request a one-time waiver of the necessary academic requirements. Petitions will be considered when accompanied by written evidence of injury or illness, significant personal difficulty, family trauma, or other special circumstances. This appeal must also include an academic plan for successfully meeting the satisfactory academic progress requirements. If the student is approved for this one-time waiver, he or she will be considered to be on financial aid probation and will be eligible to receive financial aid for the next payment period. Students can appeal the 150% rule due to extenuating circumstances such as illness, full-time employment, significant personal difficulty, family trauma or other special circumstances. This applies to all students (including Adult Education), and the appeal process is the same as above for all students.

Unsatisfactory Academic Progress

If a student's appeal is denied by the Committee on Satisfactory Academic Progress or if the student fails to meet the requirements after being on financial aid probation, then the student is no longer eligible to receive federal and institutional financial aid. Aid eligibility may be reinstated in the future if the student successfully attains the necessary satisfactory academic progress requirements.

Transfer of Credits from Other Schools

When a student (including Adult Education) transfers courses to Houghton from another college, the transfer credit assessor or the office of the Dean of the College will determine the number of credit hours acceptable toward a Houghton degree. The number of credit hours accepted will be counted as both hours attempted and hours completed. Grades from the other college will not be considered in the GPA calculation.

Change of Major

In the event of a change of major, the hours and grades earned in the first major are considered in making satisfactory academic progress determinations.

Repeating of Courses

Students have the option of repeating courses in which they earned D+ or lower. In such cases, the higher grade will count in GPA calculations, but the course credit hours earned will count only once. Both courses and both grades remain on the transcript with an indication of which course is counted. A student may only repeat a previously passed course once. Failed courses may be repeated until successfully passed. Students needing to repeat a course more than twice should consult with the Student Financial Services office. Repeating a course may influence a student's financial aid or athletic or other co-curricular eligibility.

Withdrawals and Incomplete Courses

Courses from which a student withdraws may have an impact on GPA, depending on the date of withdrawal. The credit hours of the course count toward hours attempted for satisfactory academic progress purposes (even if they do not count in GPA calculations). Any incomplete courses are counted as hours attempted. When the "I" signifying an incomplete course is changed to an actual grade, the course will be considered complete and the GPA reviewed for satisfactory academic progress purposes.

Satisfactory Academic Progress Chart for Federal and Houghton College Financial Aid

Semesters	Min. credit hrs. enrolled	Credit hrs. that must be completed	Min. accrued credit hrs.	Cum GPA
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1	12	6	6	1.1
2	12	6	15	1.5
3	12	9	27	1.75
4	12	9	39	2.0
5	12	12	51	2.0
6	12	12	63	2.0
7	12	12	78	2.0
8	12	12	93	2.0
9	12	12	108	2.0
10	12	12	125	2.0

Students must successfully complete the following percentages of all cumulative credits attempted.

First year 55%

Second year 60%

Third year 65%

Fourth year 70%

Fifth year 70%

Sixth year 80%

Satisfactory Academic Progress Requirements for the New York State Tuition Assistance Program (TAP)

New York State uses a different satisfactory academic progress standard than the federal Title IV requirements. All satisfactory academic progress policies mentioned above apply to state aid except for the differences described below:

Transfers: Transfer students and students who return after an absence of at least one year are considered to be making satisfactory academic progress by their admission acceptance. The assessment and information concerning the number of semesters in which the student previously received aid will be used to place the student at the appropriate point on the academic progress chart. Placement may be in accord with either the number of payments received or the number of credit hours earned, whichever is more beneficial to the student.

Waiver: Students who are not meeting the New York State satisfactory academic progress requirements may apply for a one-time waiver as described in the financial aid probation section listed above. If a

waiver is granted, the student will be given the next term before advancing to the next level on the chart.

New York State Satisfactory Academic Progress Chart

For TAP and other state awards, students must meet the following requirements:

Semesters	Min. credit hrs. enrolled	Cum. GPA
1	12	1.5
2	12	1.8
3	12	1.8
4	12	2.0
5	12	2.0
6	12	2.0
7	12	2.0
8	12	2.0
9	12	2.0

Academic Information

General Information

Vice President for Academic Affairs and Dean of the College

The VP for Academic Affairs and Dean of the College is the chief academic officer at Houghton. Questions concerning academic policy should be directed to the Dean of the College. The office is located on the main floor of Luckey Building.

Area Associate Deans

The area associate deans provide leadership in advising, assessment and evaluation, budgetary and curricular matters, and research; enable and promote collaboration across disciplines; coordinate faculty hiring and programs within their areas; represent their areas to all constituencies; and work with Advancement to promote their area departments.

Registrar (Academic Records)

The Registrar answers questions concerning records, schedules, transfers, transcripts, etc. The Registrar's office is located in Fancher.

Department Chairs

The college academic structure is organized into 16 departments: Art; Biblical Studies, Theology, and Philosophy; Biology; Business and Economics; Chemistry; Communication; Education; English and Writing; History and Political Science; Intercultural Studies; Sport, Recreation, & Wellness; Mathematics; the Greatbatch School of Music; Physics, Computer Science, and Engineering; Psychology and Sociology; and World Languages and Literatures. The chair of each department is available to students for counseling and advising.

Faculty

The faculty of the institution includes all full-time teaching faculty, individuals classified as non-teaching faculty by the administration (such as professional library personnel, some administrators in Student Life and administrators on the President's Staff). Other categories of faculty include part-time, lecturers, adjunct and interim.

Degrees Offered

Houghton College offers courses of study leading to the degrees of Master of Arts in music (MA), Master of Music (MMus), Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Fine Arts (BFA), Bachelor of Science (BS), Bachelor of Music (BMus), Associate of Arts (AA) and Associate of Applied Science (AAS).

Courses of Instruction

Course Numbering System

- **100-level courses:**
 1. typically taken the freshman year
 2. do not typically give major or minor credit

- **200- & 300-level courses:**

1. typically taken the sophomore or junior year
2. required minimum level for major credit
3. foundational courses for majors and minors
4. build upon one or more foundational courses in the same discipline or represent advanced Integrative Studies

- **400-level courses:**

1. typically taken late in the curriculum
2. build upon two or more lower-numbered courses in the same discipline
3. generally have smaller class sizes
4. seminar style, discussion-oriented or collaborative style pedagogy

- **500-level courses:**

1. reserved for graduate level studies

Course Description Codes

Code	Explanation
4	Number of credit hours for the course (variable: 1, 2, 3, 4, etc.)
4/4	Credit hours for a two-semester sequence
F	Course offered in fall
S	Course offered in spring
F&S	Course offered in fall and spring
May	Course offered in Mayterm
Summer	Course offered in a summer session
WSP	Course offered when schedule permits
F17	Course offered in fall, odd-numbered years
F18	Course offered in fall, even-numbered years
S18	Course offered in spring, even-numbered years
S19	Course offered in spring, odd-numbered years
F/S	Course offered in two-semester sequence

F/S16-17 Two-semester sequence, offered alternate years

Note: The courses listed and their descriptions are subject to change. Adjustments in teaching assignments and normal academic flexibility may modify the material in this catalog.

Elective courses for which demand is insufficient may be cancelled at the discretion of the Dean of the College. For a definitive listing of course offerings and times, consult the appropriate course offerings for each semester or special session, as published on the [Registrar/Academic Records](#) website.

Course Prefixes, Areas of Study and Host Departments

Department	Prefix	Description
Department of Art	ART	art
Department of Biblical Studies, Theology and Philosophy	BIBL	Bible
	CHMN	Christian ministries
	CRFM	Christian formation
	GREK	Greek
	HEBR	Hebrew
	MIN	ministry
	PHIL	philosophy
	REL	religion
	THEL	theology
	URMN	urban ministry
Department of Biology	BIOL	biology
	BIOCHM	biochemistry
Department of Business and Economics	ACCT	accounting
	BADM	business administration
	ECON	economics
Department of Chemistry	BIOCHM	biochemistry
	CHEM	chemistry

Department of Communication	COMM	communication
Department of Education	EDUC	education
Department of English and Writing	ENGL	English and literature
	WRIT	writing
Department of History and Political Science	HIST	history
	POLS	political science
Department of Intercultural Studies	ANTH	anthropology
	IDEV	international development
	INCL	intercultural studies
	LING	linguistics
	MISS	missions
	MATH	mathematics
Greatbatch School of Music (See Graduate Bulletin for information regarding master's degree programs in music.)	GMUS	graduate music
	MBCM	commercial music
	MCHU	church music
	MED	music education
	MHS	music history
	MLT	music literature
	MTH	theory and composition
	MUS	ensembles, instrumental and piano classes, private lessons (Each instrument has its own code.)
Department of Sport, Recreation and Wellness (formerly Leisure Studies)	EQST	equestrian studies
	PHED	physical education

Department of Physics, Computer Science and Engineering	REC	recreation
	CSCI	computer science
	DSCI	data science
	ESCI	earth science
	PHYS	physics
Department of Psychology and Sociology	ANTH	anthropology
	PSY	psychology
	SOC	sociology
Department of World Languages and Literatures	FREN	French
	GERM	German
	SPAN	Spanish
Interdisciplinary/Special Studies	CLLS	college life and leadership studies
	HUM	humanities
	INDS	interdisciplinary studies
	INTS	integrative studies
Adult Learning Opportunities	AC	accounting
	BI	Bible
	BU	business
	CM	communication
	ID	interdisciplinary
	PH	philosophy
	PY	psychology
	SO	sociology
	ST	statistics

Academic Note:

A student's courses normally fall into four or five categories:

1. Integrative Studies (general studies)
2. pre/co-requisites or additional requirements
3. academic major
4. electives
5. *concentrations may be required for some majors*

When necessary, a student should ask his or her academic advisor about individual program expectations.

Policies

Graduate Transfer Student Admission and Transfer Credit Guidelines

Students looking to transfer into a graduate program should contact the [Greatbatch School of Music](#) for more information.

Undergraduate Transfer Student Admission

Transfer students are welcome at Houghton. Preference is given to individuals who present a GPA of 3.00 or higher. Transfer students are expected to initially reside in college housing unless they are commuting from home.

Transfer students must submit an official transcript from all colleges attended, their official high school transcript, and Christian character recommendations.

See [Undergraduate Transfer Credit Guidelines](#) for more information.

Religious Observances

In compliance with New York's Hevesi-Levy Act, Houghton College will accommodate any of its matriculated students who are unable to register for classes, take an exam or attend a class because of religious beliefs (taken to mean the doctrinal beliefs of religious organizations that qualify as tax-exempt corporations under federal law).

Undergraduate Semester Schedule Load-Limit Policy

The flat-rate tuition plan at Houghton allows students to take 12 to 18 credits per semester. A typical student's course load is 15 or 16 semester hours. However, some special limitations and conditions apply:

1. A student admitted under "**light-load**" provision is not permitted to take more than 14 credit hours in a semester. (Note: Highlander Adventure [2 credits] will appear on the fall transcript but does not count against load limits.)
2. A student on **academic probation** is not permitted to take more than 15 hours in a semester. Any other student in good standing may take up to 17 hours. However, a student on **academic guidance** who wishes to take 16 or 17 hours must have the explicit approval of his or her advisor.

3. To take 18 credit hours, a student must have the specific permission of his or her advisor recorded on a form in the Registrar/Academic Records office.
4. To take 19 credit hours, a student must petition the Academic Petitions Committee for permission. This academic petition requires the approval of the advisor.
5. Special circumstances may be addressed through academic petition. (Academic petition blanks and load-limit forms are available in the Registrar/Academic Records office and on the [Registrar/Academic Records website](#).)

Once a student selects courses for the semester, this selection is expected to be permanent. In the event that a student needs to add or drop a course, the student should send a single email addressed to all applicable professors, his/her academic advisor and [Registrar/Academic Records](#). Included in the email should be the student's name, added courses, dropped/withdrawn courses, and a summary of the student's involvement with intercollegiate athletics. The academic advisor and applicable professors **MUST** reply to Registrar/Academic Records with permission to add/drop/withdraw from the course. The student's schedule will be changed once all confirmations are received.

Drop/Add Permission

Courses (including independent studies and tutorials) may not be added for credit after the first academic week. Courses from which a student withdraws during the second through the tenth weeks will be recorded with a grade of "W." Courses discontinued within the last four weeks of the semester are assigned a grade of "F." Half-semester courses do have different dates for adding, dropping and withdrawing. Check the calendar of [Important Dates](#) on the Registrar/Academic Records office website for an accurate listing of dates. **Students are not officially withdrawn from a course until all of the relevant emails concerning the drop or withdrawal/change of schedule have been received by the Registrar/Academic Records office.** (See [Mayterm](#) policy for additional important information.)

Classroom Attendance

Students are expected to attend classes. Each instructor will state expectations in the course syllabus, which is to be distributed at the start of each semester.

Policy on Awarding Credit Hours through Coursework

Academic credit is granted by Houghton College through coursework when a student is assessed by the instructor of record as having performed academically at a passing level in the course. Performance evaluation is guided by the grading policies of the College and when **one** of the following can also be documented:

1. For **each credit hour**, the student receives at least 15 hours (each defined as 50 minutes) of instruction. For this purpose, instruction is defined as including live or pre-recorded lectures/presentations and all directly synchronously supervised or observed time on task (whether face to face or at a distance). For **each credit hour**, the student also completes course-related work outside of instructional time, requiring at least 30 hours of time on task for a typical student.
2. For **each credit hour**, the student is expected to complete independent course-related work, requiring at least 45 hours of time on task (as defined above).
3. For **each credit hour**, the student is expected to complete course-related work and receive instruction (each as defined above) in any combination that sums to at least 45 hours.

Minimum expectations for time on task for various common learning activities, which have been determined through a synthesis of existing research and a review of policies at other institutions, include:

Learning activity	Additional comments	Typical <i>minimum</i> time on task
Assigned reading	Reading rate for learning	3 minutes per page (approx. 100 words per minute)
Journal/personal and science lab report writing		0.5 hours per page of writing (approximately 250 words)
Participation in online dialogue(s)	Asynchronous via text, audio and/or video (Synchronous time would be counted as instructional)	1 hour for 5 postings (original or in response to other posters), each of which consists of at least 5 sentences or 30 seconds of recorded material
Researched paper or presentation (live or recorded, individual or group): research component	Supervised time is counted as instructional	1.5 hours per finished page or per 30 seconds of live/recorded presentation
Researched paper: writing/editing component	Supervised time is counted as instructional	1.5 hours per finished page
Researched presentation (live or recorded, individual or group): preparation component	Script-writing, PowerPoint creation, audio/video recording, editing and related tasks	2 hours per 30 seconds of live/recorded presentation
Subject-specific learning activities that clearly fall outside the categories above	See paragraph below	Designated in syllabi based on disciplinary standards and departmental/area agreement

For a number of learning activities, such as audio or video listening/viewing or conversational practice for language acquisition, time on task is set by the length of the assigned material itself. For active learning situations such as field experiences and internships, unsupervised time on task is normally dictated by the particular context and must be documented in syllabi. *Moreover, because specific assignments involving research, writing, creative production or skill development may vary significantly depending on subject matter and level of difficulty, instructors may also provide charts similar to the one above in individual syllabi designating the expected time on task for each assignment.* Any such designation should demonstrate conformity to accepted practice in the particular field of study and should also be consistently applied within the department or academic area. For example, for individual studio instruction in music at Houghton College, hours of academic credit are granted according to the following formulas (based on National Association of Schools of Music norms):

Credit hours	Individual studio instruction hours	Student practice hours outside of lesson time
1	7	42
2	7	84
3	14	126
4	14	168
5	21	210

Audit

Courses may be audited with permission from the professor. This involves enrolling in and attending the course but receiving neither grade nor academic credit. Charges vary according to the type of course being audited and the rest of the student's load. The full policy can be found at the Registrar/Academic Records Office.

Dual-counting

Dual-counting addresses the situation in which a single course satisfies requirements in more than one major or minor subject.

Undergraduate: A student must have a minimum of 24 distinct credits in each major and a minimum of 12 distinct credits in each minor. Credits beyond these minimum distinct credits may be dual-counted as permitted by individual major/minor requirements—that is, a course that meets requirements for both a major and a minor (or two majors, etc.) may be used toward both if such a course is beyond the minimum 24/12 distinct hours for the major/minor. This policy also applies to courses that are cross-listed (identified by more than one prefix) as long as the course-level requirements for those cross-listed courses are the same. Courses that are not the same should be identified by different numbers as well as different prefixes. The dual-counting restrictions described above do not apply to courses that fulfill both Integrative Studies requirements and the requirements of a major or minor. Integrative Studies courses may be counted toward a major or minor subject without limitation. *Neither do the restrictions on dual-counting apply to concentrations associated with the Inclusive Childhood Education major.*

Graduate: At the graduate level, a student must have a minimum of 12 distinct credits in each major area. Credits in a major area beyond these minimum distinct credits may be dual-counted as elective credits.

Final Exam Policy

If a student believes the scheduling of too many exams in one day poses a problem, she or he may appeal to the area associate dean. Written (email is acceptable) approval by the faculty member who is being asked to move an exam should be forwarded to the area associate dean.

Grading System

A literal system is used in the grading of college coursework as follows:

Grade	Quality points
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A = Excellent	A = 4.00	A- = 3.67
B = Good	B+ = 3.33 B = 3.00	B- = 2.67
C = Average	C+ = 2.33 C = 2.00	C- = 1.67
D = Passing	D+ = 1.33 D = 1.00	D- = 0.67
F = Below minimum standards	F = 0	

- **W-Withdrawn.** A grade applicable to a course from which a student withdraws in the second through the tenth week of classes.
- **I-Incomplete.** A temporary grade limited to a course in which a student has been excused for illness or given an extension for another significant reason. The Registrar/Academic Records office must receive permissions from the area associate dean before applying an incomplete grade. An incomplete grade is to be made up within five weeks of the close of the semester (the last day of final exams). At the five-week mark, the professor will submit a grade based on work completed by that time.
- **P-Satisfactory work done (equivalent to a regular grade of D or above).** Gives semester hours but no quality points.
- **S-Satisfactory work done (equivalent to a regular grade of C- or above).** Gives semester hours but no quality points.
- **U-Unsatisfactory work.** Credit is not earned from the course and does not figure in the overall GPA.
- **M-No grade assigned.** May be used at mid-semester when a class has not commenced, for student teachers, or when special permission is granted by the Registrar/Academic Records office. It can never be used at the end of a semester or a summer session.
- **NR-Not Recorded grade.** Used only for courses extending beyond one semester.

Midterm grade policy: Midterm grades are provided for all first-year students and any upper-class student who has a C- or lower.

Satisfactory/D/Fail Coursework

In order to encourage students to sample challenging and unfamiliar coursework they might otherwise avoid, full-time juniors and seniors in good standing with the college may take up to four hours per semester, but no more than 12 hours cumulatively, of Satisfactory/D/Fail coursework. Work equivalent to a letter grade of C- or better is required in order to earn "Satisfactory" ("S") When a student is taking the course for S/D/F, Ds and Fs are included in the GPA, but grades of "S" are not. In order to take a course S/D/F, students must be carrying at least 12 hours of standard, graded coursework during the same semester. Faculty members will not be made aware of whether any students in the course are taking it S/D/F and will report all grades for the course as regular letter grades. Because the S/D/F option is intended to encourage student exploration of electives, it may not be used for courses meeting requirements in a student's major, minor or concentration, for their pre- and co-requisites, or for Integrative Studies requirements.

Grade Grievance Procedure

The college has approved a formal procedure for resolving those occasions when a student actively disagrees with the grade received in a course. The steps are as follows:

1. Within the first two weeks of the subsequent semester, the student will meet with the instructor. If a grade inaccuracy is determined, the instructor will process a grade change request.
2. If agreement cannot be reached, the student may contact the instructor's department chair, in writing, within 10 working days after the meeting with the instructor. If agreement is reached, a grade change request is processed. If there is no agreement, or if the instructor is also the department chair, go to the next step.
3. The student may appeal the decision to the Center for Academic Success and Advising (CASA), in writing, again within 10 working days of the previous step. The Director of CASA shall investigate carefully and render a decision, which shall be final. If the decision is to reconsider the grade...
 - The Director of CASA shall, within 10 days, form a panel of uninvolved, tenured faculty from the instructor's department. (From a designated pool, the Director of CASA, the instructor, and the student will each select one member of the panel.)
 - The panel will review all appropriate material and determine the final grade within 30 days. The panel may retain the original grade or assign a new grade (which may be higher or lower than the grade in question), and it will so inform the Registrar/Academic Records office.

Quality Point Average (also known as Grade Point Average)

To derive a scholastic average for all of a student's courses each semester, letter grades are assigned numerical equivalents (as shown above) and then multiplied by the credit hours for the course. The quality/grade points for all courses taken are totaled and then divided by the total number of letter grade hours carried (see example below).

Course	Credit Hours	Grade in Course	Quality Point Value	Quality Points
Biblical Literature	4	C	2.00	8.00
Western Civilization	2	B	3.00	6.00
Intro to Calculus	4	D+	1.33	5.32
Intro to Psychology	4	B+	3.33	13.32
Spanish Level 2	4	A-	3.67	14.68
Totals	18			47.32
Q/GPA = 47.32 divided by 18 = 2.682				

Courses taken off campus under [Houghton College-affiliated opportunities](#) are considered to be work taken at Houghton College, and grades will be recorded. For all other satisfactory off-campus course-

work, regular letter grades are not recorded on the transcript (see [Tabular Listing of Off-Campus Opportunities](#)).

Repeating a Course

Students have the option of repeating courses in which they earned D+ or lower. In such cases, the higher grade will count in GPA calculations, but the course credit hours earned will count only once. Both courses and both grades remain on the transcript with an indication of which course is counted. A student may only repeat a previously passed course once. Failed courses may be repeated until successfully passed. Students needing to repeat a course more than twice should consult with the Student Financial Services office. Repeating a course may influence a student's financial aid or athletic or other co-curricular eligibility.

Eligibility for Participation

Being in good standing with the college is a prerequisite for participating in college activities, whether for curricular or co-curricular purposes, including but not limited to...

- intercollegiate athletics;*
- leadership roles in the Student Government Association;
- leadership in clubs and other student organizations;
- any study for academic credit that is not on Houghton's main campus (e.g., off-campus programs);
- opera and musical theater production performances, including production staff;
- dramatic production performances, including production staff, whether curricular or student-led; and
- touring with music ensembles.

Students in good standing will have passed at least 24 credit hours over the last two semesters (with equivalent conversion of quarter hours into semester hours if necessary) of school (including Mayterm and summer work following those semesters) with a cumulative GPA of 2.0, must be regularly attending classes, and must not be on disciplinary probation or have unaddressed chapel attendance deficiencies.

Transfer students in their first semester at Houghton will be eligible if they would have been academically and athletically eligible at the previous institution (had they remained there), have a cumulative 2.0 GPA based on their previous work and are enrolled in at least 12 hours for the first semester.

Transfer students entering their second semester at Houghton will continue to be eligible if they have at least a cumulative 2.0 GPA (at Houghton), are not on disciplinary probation, have no unaddressed chapel attendance deficiencies, and passed either a) at least 12 hours in the first semester at Houghton or b.) sufficient hours during the first semester at Houghton to be meet the 24-hour rule.

Transfer students heading into subsequent semesters will continue to be eligible if they have a cumulative GPA of 2.0 (at Houghton), have passed at least 24 hours in the last two semesters (including Mayterm and summer work following those semesters), are not on disciplinary probation and have no unaddressed chapel attendance deficiencies.

Notes: *There are eligibility requirements for intercollegiate athletes governed by an external intercollegiate association that are not addressed here. In addition, this policy does not apply to

intramural sports participation (see the [Student Guide](#) for further detailed information on both intercollegiate and intramural participation). Other notes: This policy applies to full-time (minimum of 12 hours) and not part-time students. Student membership, as compared to leadership, in other student clubs is exempted from this policy except as outlined in the bullets above. Some campus leadership positions require a higher cumulative GPA than 2.0, and a student's eligibility should be reviewed prior to elections for these leadership positions or other participation. Music majors participating in curricular music major ensemble performances on the College's main campus are exempted from this policy. Eligibility lists for continued participation in college activities are reviewed by the Registrar/Academic Records office and by appropriate college officials at the end of each semester. Exceptions to this policy may be considered by petition to the academic or co-curricular administrator in the relevant area.

Academic Honesty

Honesty is the foundation on which all intellectual endeavors rest. To use the ideas of others without acknowledging the authors of those ideas belies the nature and purpose of academic life. At Houghton, where we strive to live out Christian calling and commitment, personal integrity, including academic honesty, should be the hallmark of all of our work and relationships.

Students are expected to exhibit extreme care relative to personal honesty in all academic work, including in-class and out-of-class learning experiences, such as exams, quizzes, journals, papers, research projects, etc. Dishonest work includes but is not limited to the following:

1. Obtaining aid or information without giving due recognition to the sources from which the aid or information was obtained. Such dishonesty encompasses 1) asking to copy or copying other students' work to claim as one's own on an exam or assignment of any kind and 2) all forms of plagiarism. Plagiarism includes using ideas, words or phrases from any source without citing that source and downloading or purchasing papers or parts of papers from others or the internet and claiming such work as one's own.
2. Giving aid or information when it is clearly inappropriate to do so, such as providing answers for an exam or writing a portion of a paper or an entire paper for someone, including the selling of one's work.

Faculty members are required to report all offenses to the Director of CASA, who will ensure that an appropriate record is kept. Students found guilty of intentional dishonesty will automatically receive a failing grade for that work. Instructors may require that such work be redone to their satisfaction as a requirement for passing the course, but nothing higher than the failing grade can figure into the calculation of the final grade. Student questions about appropriate collaboration on specific assignments should be addressed to the faculty member.

At the discretion of the Director of CASA, repeated offenses may result in failure of the course or dismissal from the college. If a student is already on disciplinary probation, any offense may result in suspension or dismissal by the Dean of Student Life. Unauthorized use of college computing equipment, facilities or computer software may also be considered grounds for disciplinary probation, suspension or dismissal from the college.

Academic Advising

Effective student advising contributes to a productive and successful college experience. Advising includes a variety of tasks: course selection, choice of major and minor, monitoring student progress,

referring students to support services, and helping students connect their studies to potential career choices. In all of these ways, advising complements teaching, but advising can be more. At its best, advising is a dynamic relationship between student and professor that encourages students to cultivate thinking skills associated with the liberal arts and to explore a student's abilities and interests in light of Christian faith and God's calling in their lives.

All entering students are assigned a faculty advisor. When students have a strong interest in an academic major, every effort is made to provide an advisor whose area of expertise matches the students' interest. Students are encouraged to consult with their academic advisor at least once each semester and at any time they have questions that the advisor can address or for which they can provide appropriate resources. When a student selects a new major, the department chair of the new major will assign an appropriate advisor. To select courses, students must obtain their academic advisor's approval.

Although advisors provide guidance, **it is the student's responsibility** to understand academic policies and complete all requirements for a degree. Contact the [Registrar/Academic Records office](#) or [CASA](#) with any questions.

Undergraduate Classification

A student must earn a minimum of 28 semester hours of accumulated credits to be considered a sophomore, a minimum of 60 hours to be considered a junior, and a minimum of 90 hours to be considered a senior. The student must also have maintained a GPA of 2.0 for unconditional classification in any class.

Academic Guidance & Probation

Each incoming undergraduate student is assigned a faculty advisor who is responsible for academic advising during the first year. A student who receives a semester GPA below 2.0 but is not placed on academic probation is placed on academic guidance and is encouraged to work closely with his or her advisor.

An undergraduate student whose cumulative GPA for Houghton College work falls below the following guidelines at the conclusion of a semester is considered in serious academic difficulty and is placed on academic probation. In this event, the student is required to meet with his or her advisor to develop a plan for academic improvement. Such a student is limited to 15 credit hours in the following semester. (Hours earned include transfer hours.)

- If the total credit hours are less than 15, GPA must be at least 1.0.
- If the total credit hours are at least 15 but less than 27, GPA must be at least 1.5.
- If the total credit hours are at least 27 but less than 39, GPA must be at least 1.75.
- If the total credit hours are at least 39 GPA must be at least 2.0.
- Two semesters in a row with a semester GPA below 2.0 also results in probationary status.

The placement of students on guidance and probation occurs at the end of the semester grading period. If additional information is received that changes or completes the record, any change in status is made at the discretion of the Director of CASA.

Academic Dismissal

An undergraduate student is academically dismissed if he or she meets the criteria for probation two semesters in a row.

Any student dropped from the college for academic reasons may petition the Admission Committee for readmission. The case will be carefully studied to see if there is a basis for resuming at Houghton.

A student dropped from the student body for the above reason and readmitted by the Admission Committee is placed on academic probation and must maintain a GPA of 2.00 or higher for each semester thereafter in order to remain in college.

Scholastic Honors

President's List – Recognizes undergraduate students who complete a minimum of 12 hours with a 4.0 GPA for the semester – no incompletes or Fs allowed.

Dean's Honor List – Recognizes undergraduate students who complete a minimum of 12 hours with a GPA for the semester of 3.75-3.999 – no incompletes or Fs allowed.

Dean's List – Recognizes undergraduate students who complete a minimum of 12 hours with a GPA for the semester of 3.5-3.749 – no incompletes or Fs allowed.

Graduation Honors

The faculty will select for graduation honors undergraduate students of outstanding scholarship. Beginning with Commencement of 2010, a student must have a cumulative GPA of at least 3.5 for the recognition of *cum laude*, at least 3.7 for *magna cum laude* and at least 3.9 for *summa cum laude*. **Students transferring from other colleges must complete 62 hours in Houghton College in order to be eligible for graduation honors.** Graduation honors as published in the May Commencement bulletin are based on the cumulative record at the end of the spring (normally eighth) semester, including the valedictorian and salutatorian. In order to be eligible to be valedictorian or salutatorian, the student must be full-time in the spring, a May graduate, and have earned a minimum of 90 Houghton College credits.

Honors Project

Outstanding undergraduate students may be candidates for honors study projects and Commencement citations in their major fields. To be declared eligible to undertake this special study, a student must have a cumulative GPA of 3.25 and a 3.4 average in the major (courses numbered 200 and above). A proposal must be prepared and submitted for approval one year prior to graduation. Guidelines and policy details can be found on the [Registrar/Academic Records office webpage](#).

Independent Study

An independent study is a directed course in reading or research in which the student pursues an approved topic of general or special interest and meets with an instructor for direction, progress reports and evaluation. To be eligible for independent study, a student must have unconditional standing as a sophomore or higher and must have a cumulative GPA of 2.75 or better.

An application for independent study should be submitted during the semester **prior** to the semester of study. Mayterm/summer independent study applications should reach the Registrar/Academic Records office by April 1.

A student may take an independent study for variable credit (one to four hours maximum during a semester) up to a maximum of 12 semester hours toward graduation. Any faculty member may supervise the independent study project, but it **must not duplicate a regular course**. The burden of responsibility for learning will be on the student. Work on an independent study is to be completed within the semester, as in other courses. Because independent study presumes some prior acquaintance by the student with the field to be studied, an independent study may not be used to satisfy Integrative Studies requirements.

Students wanting to use an independent study to become full time **must** submit their independent study documentation during the semester prior to the semester in which they intend to enroll. If a student is not full time prior to billing, the bill and financial aid will be incorrect due to the missing hours. If a student will be considered full time without the independent study, the absolute cutoff date for submission is on or before the **third calendar day** after the first day of classes.

Internships

Many majors at Houghton College recognize a field placement experience as an integral component of professional preparation. Internships are considered to be quality experiential learning opportunities, generally in off-campus, nonacademic settings. They are intended as highly structured, professionally supervised experiences and usually occur during the junior or senior year. Internships require approval by the supervising academic department and extensive involvement by the student. Supervision is a shared responsibility between the academic department and the selected field agency. **Students need to be enrolled in their internships prior to beginning the experience.** They should enroll in the term (fall, spring, Mayterm or summer) when they are doing the field placement. They cannot enroll for the internship in a previous or subsequent semester to take advantage of a different year's tuition. Summer internships are specifically included in the Mayterm session of Summer policy, and students and advisors should calculate the hours carefully when contemplating tuition-free internships.

Tutorial Study

Tutorial work is for the benefit of the student who needs a course that is currently unavailable—for example, one not scheduled for the semester when it is essential for graduation. Tutorial courses must be from the regular college catalog. Course approval and registration for tutorial courses shall be made in advance of the instructor's assigning any tutorial work for credit. Concurrence by the advisor, instructor, department chair and area associate dean is required. The forms to be used for a proposed tutorial are available on the [Academic Record office website](#).

A tutorial fee shall be charged (see [fee schedule](#)). The instructor must meet with the student for the purpose of giving instruction and directing the tutorial work for a minimum of 7.5 clock hours for each hour of credit to be earned.

Mayterm

Mayterm is the first session of the Summer term. It begins on the Tuesday immediately following Commencement. The academic purpose is to permit students to take additional hours of credit before commencing summer employment. In general, catalog courses are offered. Students and professors also are encouraged to work together on campus doing independent studies. Off-campus practicums, if desired, are arranged by the department chair. Travel in the U.S. and abroad is a feature of this period. See the [Financial Information section](#) for tuition information.

Senior-in-Absentia

Students of outstanding ability who are accepted by an accredited professional school after the completion of three years of undergraduate work may qualify for the appropriate degree by transferring back to Houghton credit for the first two years of professional study, thus shortening by one year their professional training. Such students will be taking their senior year in absentia. In such instances, the Houghton degree will be conferred at the end of the second year of professional studies. Senior-in-absentia privilege does not apply to AA or AAS students.

The privilege described above may be available to students wishing to enter professional training for a career in medicine, veterinary medicine, dentistry, law or engineering. Students entering nursing also may qualify for the senior-in-absentia privilege by transferring two years of nurse's training for the Houghton degree.

Preliminary application for the senior-in-absentia privilege must be made to the Dean of the College in the spring of the sophomore year. Additional details on this plan may be obtained from the [Registrar/Academic Records office](#). Students should notify the [Registrar/Academic Records office](#) at the beginning of their senior year. All senior-in-absentia students are considered August graduates.

Withdrawal from College

Any student in good standing is entitled to honorable withdrawal at any time. A student desiring to withdraw from the college (or one who does not plan to return the following semester) must obtain an application for withdrawal from the Registrar/Academic Records office, CASA, or the [Registrar/Academic Records webpage](#). After securing the appropriate signatures, the student must have his or her record cleared by the Student Financial Services office. The form must be properly completed and filed with the Registrar/Academic Records office before the student leaves campus. Withdrawal from college without accomplishing the above procedure will result in forfeiture of the right to honorable dismissal. No refunds (if applicable) will be made by the Student Financial Services office until the Registrar/Academic Records office certifies that the withdrawal procedure has been properly completed.

A student called away during the semester by an emergency (including military duty) and who finds it impossible to resume must notify the Registrar/Academic Records office of withdrawal immediately. Unless this notice is filed within three weeks, the student may forfeit the right to honorable dismissal and receive a grade of F in each course.

Medical Leave

If a student has a medical condition (physical or psychological) that interferes with that student's ability to perform academically or if that student's behavior/condition is such that other students are being hindered in their academic/living environment, a medical leave from the college may be granted. Such leave is granted by the Dean of Students. This is not a disciplinary action, and students given medical leave are encouraged to return to the college to continue their studies as soon as they are able to do so. An evaluation may be required to ascertain whether the behaviors/conditions that warranted the granting of the leave have been sufficiently addressed.

Center for Academic Success and Advising

Houghton College offers learning support for students through the Center for Academic Success and Advising Office. Any student may come to CASA for analysis of study strengths and weaknesses or advice

on study and examination strategies. Students may request course-specific peer tutoring. Learning support for students with disabilities is also offered.

Students with Disabilities

Houghton provides academic support services to students with disabilities including those with learning, mobility, sensory, health or psychological impairments. These services include liaison with faculty members, promotion of self-advocacy skills and securing appropriate classroom accommodations. Study skills counseling and tutoring are also available. Students with disabilities are encouraged to contact the Director of CASA during the admission application process to discuss required documentation and appropriate accommodations. Documentation should be no more than three years old. Diagnosis by an appropriately trained professional is required.

Students needing academic adjustments or learning support services must contact the [Director of CASA](#) (585.567.9239).

Students needing facility adjustments must contact the [Director of Facilities](#) (585.567.9480).

The complete “Policy for Students with Learning-Related Disabilities” may be obtained from CASA or the Office of Admission.

Academic Petitions

Each student at Houghton may petition the Academic Petitions Committee regarding any academic matter. Specific actions requiring petition include waiver of a specific academic requirement, waiver of a specific academic rule or stipulation, permission for a special academic condition or activity or request to take more than 18 credit hours in a semester.

Actions not requiring petition action: permission for 18 hours (use “[Request for Academic Overload](#)” form), permission to increase credits in variable-credit course (contact [Registrar/Academic Records office](#)), or permission to attend an off-campus study opportunity (use specific application).

Further information is available in the Registrar/Academic Records office and on their [webpage](#).

Requirements

Graduation

A student must complete at least one major. Candidates for BA, BBA, BFA and BS degrees must complete 124 semester hours. Candidates for the BMus must complete 128 semester hours. No more than 8 hours of ROTC or Theater Workshop may count toward graduation. No more than 8 hours of Equestrian Studies may count toward graduation unless the student is completing the Recreation major with an Equestrian track or the Equestrian Studies minor. No more than 8 hours of applied music may count toward graduation for students who are not majoring or minoring in music. The minimum GPA for graduation is 2.0. Grades in major, minor and concentration courses must be at the C- level or higher. Graduate graduation requirements can be found in the [Graduate Bulletin](#).

Residency Requirements

A student must complete at least 30 hours, one-half of the major and 18 of the last 24 hours at Houghton (except those under the senior-in-absentia privilege or those with special permission whose major or minor requires them to be off campus). Other cases require a petition.

Second Degree

A student cannot earn a BA and a BS simultaneously. A student completing two majors, one leading to a BS degree and the other to a BA degree, must choose which of the degrees he or she will receive and then graduates with one degree and two majors (choice of degree may depend on Liberal Arts hours). The only situation in which a student may be awarded two different baccalaureate degrees simultaneously is by completing all requirements for a BMus or BFA and either a BA or a BS, including the relevant Integrative Studies hours for each.

Students who have already earned a baccalaureate degree, either at Houghton College or elsewhere, may earn a second baccalaureate degree by completing all Houghton College requirements for the degree and earning at least 30 credit hours in residence at Houghton College subsequent to the awarding of the first degree. If the first degree was granted by Houghton College, the second degree *must* be a different degree, e.g., a BS earned subsequently to a BA. The cumulative GPA of work subsequent to the first degree must be 2.0 or higher. As with all Houghton degrees, at least half of the hours for the major must be earned from Houghton; however, they do not all need to be earned subsequent to the first degree.

Changes in Requirements

Changes in graduation requirements may occur during a student's career. On such occasions, students generally complete requirements as specified in the catalog for the year of their matriculation. However, the student may select a subsequent catalog in effect during his or her college career. Occasionally, changes are made that include more precise implementation guidelines. If the student believes the major is unfairly or unreasonably modified, the student should consult the Registrar/Academic Records office.

Liberal Arts Requirements

Most of the courses at Houghton College are liberal arts courses, designed either to contribute to general education or to enhance understanding of a particular subject area or discipline of inquiry. Other courses are professional in nature, designed to prepare a student for a specific occupation, e.g., education, business or ministry.

The State of New York and Houghton College require the following minimum percentages of a degree to be Liberal Arts:

- AA must be $\frac{3}{4}$ liberal arts.
- AAS must be $\frac{1}{3}$ liberal arts.
- BA must be $\frac{3}{4}$ liberal arts.
- BS must be $\frac{1}{2}$ liberal arts.
- BBA, BFA, BMUS must be $\frac{1}{4}$ liberal arts.
- Graduate degrees do not have liberal arts requirements.

Master of Arts in Music and Master of Music

A candidate for a master's degree chooses a curriculum from the listings to be found in the Greatbatch School of Music [Graduate Bulletin](#).

Bachelor of Arts

A candidate for the BA degree selects a major, and that choice must be approved by the chair of that department. The BA degree requires a minimum of 93 credits of liberal arts and a total of 124 hours.

Bachelor of Science

A candidate for the BS degree may select a major from accounting, Bible, biochemistry, biology, business administration, chemistry, communication, computer science, inclusive childhood education, physics, recreation, TESOL with culture, language & linguistics, and writing. Degree Completion students also have the option to major in Human Resource Management, Integrated Marketing and Communication, Leadership Development or Management. The BS degree requires a minimum of 62 liberal arts credits and a total of 124 hours.

Bachelor of Business Administration

A candidate for the BBA degree may select a major from Human Resource Management, Integrated Marketing and Communication, Leadership Development and Management. The BBA degree requires a minimum of 32 liberal arts credits and a total of 124 hours.

Bachelor of Fine Arts

A candidate for the BFA degree may select a major in Applied Design and Visual Communication or Studio Art. The BFA degree requires a minimum of 32 credits of liberal arts and a total of 124 hours.

Bachelor of Music

A candidate for the BMus chooses a curriculum from the listings to be found under [Greatbatch School of Music in the Academic section](#). The BMus degree requires a minimum of 32 credits of liberal arts and a total of 128 hours.

Associate of Arts

The AA degree is designed to prepare students for continued studies in the liberal arts. However, it also provides a general education for those desiring a two-year course for their own cultural enrichment.

A student may earn the AA degree by completing a total of 62 semester hours (or 60 hours at the Houghton in Buffalo location) as follows:

AA degree at Houghton Arts and Science, Main Campus

1. 40 hours of Integrative Studies (as described below)
2. 12 hours in an area of focus, chosen in consultation with an advisor (student must receive grades of C- or higher in all courses in the area of focus), OR completion of Houghton College's entire [Integrative Studies](#) package
3. Cumulative GPA of 2.0 or higher
4. At least 30 hours, including at least 18 of the last 24, from Houghton College as well as at least half of the hours in the area of focus
5. The Integrative Studies requirements for the AA:
 - Required courses - 12 hours:
 1. 4 hours of Writing
 2. 4 hours of Culture: history or philosophy
 3. 4 hours of Biblical Literature or, if eligible, a 200-level Bible course (excluding BIBL 251 and BIBL 261)

- Additional hours - 28
 1. INTS 102 Transitions 102: Succeeding at Houghton (1)
 2. Culture (no more than one from each of these): Art (4), Music (4), History (4) *or* Philosophy (4) (must choose area not taken for the core requirements), and Literature (4)
 3. Faith Foundation: Introduction to Christianity (4)
 4. Creation (no more than one from each of these): Lab Science (4), Mathematics (4)
 5. Competencies (up to two language courses are allowed): Health and Wellness (1-4), Foreign Language (4, 4)
 6. Community (must choose different areas if taking more than 4 hours - no more than 8 hours total): Anthropology (4), Communication (2 or 4), Economics (2, 2), Political Science (4), Psychology (4), Sociology (4)

Houghton in Buffalo AA

This program is a fixed curriculum in the liberal arts taught in a cohort model with an area of focus in workplace readiness.

1. Requirements:

- minimum of 46 hours of Liberal Arts plus workplace readiness focus of 13 hours, the entire program totaling 61 hours:
 1. Literature (3)
 2. History (4)
 3. Philosophy (3)
 4. Writing (3)
 5. Communications (8)
 6. Psychology or Anthropology (3)
 7. Political Science (3)
 8. Art History or Music History (3)
 9. Science (3)
 10. Mathematics (3)
 11. Business (13)
 12. Economics (3)
 13. Biblical Literature (4)
 14. Introduction to Christianity (4)
 15. INDS Capstone (1)

At least 30 hours, including at least 18 of the last 24, must be from Houghton College.

Associate of Applied Science

A student earns the AAS degree by completing the two-year [Christian Ministries](#) course of 60 semester hours, at least 22 of which are in liberal arts.

Majors/Minors

Each student should select one major area for specialized study by the time he or she earns 45 hours. Houghton College grants degrees in the following areas:

Department	Degree	HEGIS Code*
<i>Department of Art</i>		
Studio Art	BA	1002
Studio Art	BFA	1002
Applied Design & Visual Communication	BFA	1002
<i>Department of Biblical Studies, Theology and Philosophy</i>		
Bible	BA, BS	1510
Christian Ministries	AAS	5502
Philosophy	BA	1509
Theology	BA	2399
<i>Department of Biology</i>		
Biochemistry	BA, BS	0414
Biology	BA, BS	0401
<i>Department of Business and Economics</i>		
Accounting	BS	0502
Business Administration	BS	0506
<i>Department of Chemistry</i>		
Biochemistry	BA, BS	0414
Chemistry	BA, BS	1905
<i>Department of Communication</i>		
Communication	BA, BS	0601
<i>Department of Education</i>		
Adolescence Education		
Biology	BA	0401.01

Chemistry	BA	1905.01
English	BA	1501.01
Mathematics	BA	1701.01
Physics	BA	1902.01
Social Studies	BA	2201.01
Spanish	BA	1105.01
Inclusive Adolescence Education		
Biology	BA	0803
Chemistry	BA	0803
English	BA	0803
Mathematics	BA	0803
Physics	BA	0803
Social Studies	BA	0803
Spanish	BA	0803
Inclusive Adolescence Education General	BA	0803
Inclusive Childhood Education	BS	0802
TESOL with Culture, Language & Linguistics	BS	1508
<i>Department of English and Writing</i>		
English	BA	1501
Writing	BA, BS	1507
<i>Department of History and Political Science</i>		
History	BA	2205
Political Science	BA	2207
<i>Department of Intercultural Studies</i>		
Intercultural Studies	BA	2210

International Development	BA	2210
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Department of Mathematics

Mathematics	BA	1701
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Greatbatch School of Music (See [Graduate Bulletin](#) for information regarding master's degree programs in music.)

Music	BA, MA	1004, 1005
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Composition	BMus/MMus	1004.10
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Music Education	BMus	0832
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Music with non-music elective studies	BMus	1004
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Performance: Brass Instruments	BMus	1004
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Performance: Organ	BMus	1004
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Performance: Percussion Instruments	BMus	1004
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Performance: Piano	BMus	1004
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Performance: Stringed Instruments	BMus	1004
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Performance: Voice	BMus	1004
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Performance: Woodwind Instruments	BMus	1004
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Collaborative Performance	BMus	1004
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Conducting	BMus	1004
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Performance	BMus	1004
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Department of Physics, Computer Science and Engineering

Applied Physics	BS	1999.20
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Computer Science	BS	0701
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Physics	BA, BS	1902
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Department of Psychology and Sociology

Psychology	BA	2001
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Department of Sport, Recreation & Wellness (formerly Leisure Studies)

Recreation	BS	0835
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Department of World Languages and Literatures

Spanish	BA	1105
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Interdisciplinary/Special Studies

Human Resource Management	BBA, BS	0505, 0516
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Humanities	BA	4903
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Integrated Marketing and Communications	BBA, BS	0509
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Interdisciplinary Studies	BA, BS	4999
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Leadership Development	BBA, BS	0506
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Management	BBA, BS	0515
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Liberal Arts	AA	5649
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**HEGIS - Higher Education General Information Survey*

[Associate Deans and Areas](#)

Associate Dean for Arts and Letters: Susan Bruxvoort Lipscomb

- Department of Art
- Department of Communication
- Department of English and Writing

Associate Dean for Education: Cathy E. Freytag

- Department of Education

Associate Dean for the Natural Sciences and Mathematics: Mark E. Yuly

- Department of Biology
- Department of Chemistry
- Department of Mathematics
- Department of Physics, Computer Science and Engineering

Associate Dean for Religion and Global Service: Marcus W. Dean

- Department of Biblical Studies, Theology and Philosophy
- Department of Intercultural Studies

- Department of World Languages and Literatures

Associate Dean for the Greatbatch School of Music: Armenio Z. Suzano, Jr.

Associate Dean for Social and Behavioral Sciences: Paul D. Young

- Department of Business and Economics
- Department of History and Political Science
- Department of Sport, Recreation & Wellness (formerly Leisure Studies)
- Department of Psychology and Sociology

Academic Work Categories

Academic work at Houghton is organized into four categories: Integrative Studies, major work, minor work, and elective work. The system of majors and minors provides for general coordination and some intensive training that is often introductory to later professional preparation. Each student must have a major. Minors are optional. Some majors require a concentration.

Integrative Studies Requirements (General Education) for BA, BFA, and BS Degrees

In keeping with the major objective of the college, to provide a liberal arts education within the framework of the Christian faith, each candidate for the BA, BFA or BS degree is required to take a stipulated package of Integrative Studies (general education) courses unless given graduation credit and/or advanced standing on the basis of advanced placement or standardized departmental tests. (Graduation credit and/or advanced standing are contingent on a favorable review of the examination papers by Houghton faculty members.) Each student must also meet a required number of liberal arts credits for his or her specific degree (93 for the BA; 63 for the BS; and 32 for the BBA, BFA and BMUS).

Majors/Minors/Concentrations

In the major, the undergraduate student must complete a minimum of 24 semester hours of major credit (any course numbered 200 or above unless otherwise specified). Many majors require more than 24 hours. At least one half of a student's major must be completed at Houghton. The minor consists of 12 or more hours of work acceptable for major credit unless otherwise stated. With the exception of the concentrations within the Inclusive Childhood Education major, which must be 30 credits or more, most concentrations at Houghton are 16 credits or more. No grades below C- count toward the major, minor or concentration. Students majoring in a BMus curriculum may, with the approval of the director of the Greatbatch School of Music, be permitted to count one D-level grade in the music theory sequence (MTH 220, 227, 325, 327) and one D-level grade in the music history and literature sequence (MHS 230, 280, 380). Graduate students should consult the Greatbatch School of Music [Graduate Bulletin](#).

Self-Designed Minor

This option is available for undergraduate students wishing to specialize in an area not covered by an existing minor. It consists of 12 to 15 hours of courses 200 or above and will be proposed by the student in consultation with the faculty advisor and approved by the area associate dean. Approval for such minors will include consideration of how the choice of courses supports the stated academic goals of the student.

Academic Programs

Departments

Adult Education

Marlene G. Collins-Blair, Associate Dean of Distance Education |

<http://www.houghton.edu/adult-education> | 716.674.6363 |

adulthoodeducation@houghton.edu

Houghton College offers an adult degree completion program leading to a BBA degree as well as a BS degree in Human Resource Management, Integrated Marketing and Communication, Leadership Development or Management. Designed to accommodate adult learners who have had to delay completion of their studies in higher education due to work, family or other commitments, the program provides convenient scheduling, contemporary technology, high-quality instruction and accessible course facilitators.

The adult degree completion offering is intended to build on previous college credit and experience equivalent to about two years of college. The degree, which can be completed in about 18 months, has three major requirements:

1. Transfer of 63 semester hours from approved institutions to Houghton College
2. Completion of all non-core credit requirements as determined after initial transcript review (up to 24 hours of credit)
3. Completion of an advance-level, interdisciplinary core of 37 or 40 semester hours comprising 12 to 15 three-hour courses and a one-credit hour workshop series

The adult degree completion program is conducted year-round. Each core course is taken over eight weeks; a total of four courses can be completed each spring, summer and fall semester. Students may be full time and may be eligible to apply for federal and state financial aid and student loans.

Majors

[Human Resource Management](#)

[Integrated Marketing and Communication](#)

[Leadership Development](#)

[Management](#)

Minor

[Human Resource Management](#)

[Leadership](#)

[Marketing](#)

Faculty

Marlene G. Collins-Blair

Art

*John M. Rhett, Chair | Susan Bruxvoort Lipscomb, Associate Dean |
<http://www.houghton.edu/art> | 585.567.9401 | art@houghton.edu*

The art department offers study opportunities structured to develop in students an understanding of the meaning, both past and present, of art in society. Art majors and minors acquire comprehensive experience in use of materials and technique while gaining confidence in their ability to integrate faith, knowledge and creativity. The art major complements the Christian liberal arts experience to prepare students for teaching, professional art production and graduate studies.

The student's experience is diversified through visiting artists, on-campus gallery exhibits and off-campus trips that provide students access to cultural resources in cities throughout the northeast. The art department also offers Mayterm art history experiences every other spring in cities such as Paris, London, Munich, Berlin, Istanbul, Vienna, Budapest, Florence, Rome, Lisbon and Madrid.

Majors

[Art as a Second Major](#)

[Art with Studio Concentration](#)

[BFA in Applied Design and Visual Communication](#)

[BFA in Studio Art](#)

Minor

[Art](#)

Pre-Professional

[Pre-Art Therapy](#)

Faculty

Gary Baxter

Ryann Cooley

David M. Huth

Madison T. Murphy

Theodore J. Murphy

John M. Rhett

Alicia Taylor

Biblical Studies, Theology and Philosophy

J. Michael Jordan, Chair; Marcus Dean, Area Associate Dean | 585.567.9460

The mission of the Department of Biblical Studies, Theology and Philosophy is to provide study opportunities in all three areas and to prepare Christians to serve in the global community. Career options for majors in these fields vary widely. Houghton graduates go into business, church-related work, counseling, education, finance, government service, journalism, law, library science, linguistics, medicine, missions, public administration, relief work and translation as well as others fields. The faculty in the department engage students in learning about their theological and philosophical roots as they explore new ways to solve problems in today's increasingly interconnected world. Any of these majors is designed to prepare students for graduate study in these and cognate fields.

Majors

[Bible](#)

[Bible as a Second Major](#)

[Bible major with Missions Concentration](#)

[Christian Ministries](#)

[Philosophy](#)

[Philosophy as a Second Major](#)

[Theology](#)

[Theology as Second Major](#)

[Theology Major with Missions and Intercultural Studies Concentration](#)

[Theology Major with Music and Worship Ministries](#)

[Theology Major with Pastoral Ministries Concentration](#)

[Theology Major with Sports Ministry Concentration](#)

[Theology Major with Youth Ministries Concentration](#)

Minors

[Bible](#)

[Philosophy](#)

[Religion](#)

[Sports Ministry](#)

[Theology](#)

[World Religions](#)

Pre-Professional

[Pre-Seminary Interest](#)

Faculty

Jonathan P. Case

Sarah B. C. Derck

Richard K. Eckley

Carlton D. Fisher

J. Michael Jordan

Kristina LaCelle Peterson

Benjamin J. B. Lipscomb

Terence P. Paige

W. Christopher Stewart

Biology

Aaron M. Sullivan, Chair | Mark E. Yuly, Area Associate Dean |

www.houghton.edu/biology | 585.567.9280

The mission of the Department of Biology at Houghton is to provide students with the opportunity to explore the living world of God's creation, in all of its intricacy and diversity, within the tradition of the liberal arts. Our majors will develop an appreciation for biological complexity apparent at the molecular, cellular, organismal, population and ecosystem levels. We are committed to excellence in our teaching and research programs and strive to cultivate the ability of each student to master fundamental concepts and underlying theories that unify and describe the major areas of biology, develop critical thinking skills related to experimental design and data analysis in order to answer biological questions, clearly communicate biological understanding with others both within and outside of the field of biology, and integrate their faith with scientific endeavors and a broad range of vocational callings.

Houghton students approach the study of the biological world through diverse study in genetics, molecular biology, microbiology and immunology, physiology, ecology, and animal behavior. In addition to formal coursework in these areas, many of our students participate in collaborative research courses or Summer Research Institute with a faculty sponsor to conduct research, publish findings and present at scientific conferences. Thus, our program offers a challenging combination of coursework in the sciences and an emphasis on experiential learning.

Another benefit to our program is the ease with which interdisciplinary approaches can be achieved. Many of our students earn minors in other sciences (e.g., chemistry, mathematics), but study within biology can also be coupled with the arts, humanities and social sciences to grapple with complications related to fields as diverse as public health, human ecology and art. For instance, many Houghton students serve as Emergency Medical Technicians with the Houghton volunteer fire department, travel to a developing country to study foundations of health development or participate in Houghton faculty-led coursework in Tanzania or Alaska.

Majors

[Biochemistry](#)

[Biology BA](#)

[Biology BS](#)

[Biology with Environmental Emphasis BA](#)

[Biology with Environmental Emphasis BS](#)

[Pre-Pharmacy D](#) (with University of Buffalo)

Concentration

[Forestry Emphasis within the Biology Major with an AAS in Forest Technology](#)

Minors

[Biology](#)

[Forestry](#)

Pre-Professional

[Pre-medical Interest](#)

[Pre-nursing Interest](#)

[Pre-nursing Interest with Intercultural Studies](#)

[Pre-Physical Therapy Track](#)

[Pre-Veterinary Medicine Interest](#)

Faculty

David Brubaker

Eli Knapp

Jamie Potter

Ransom Poythress

Aaron Sullivan

Don Wilcox

Rebecca Williams

James Wolfe

Business and Economics

Kenneth J. Bates, Chair | Paul D. Young, Area Associate Dean |

<http://www.houghton.edu/business> | 585.567.9440 | business@houghton.edu

The Business and Economics department aims to develop the character and intellect of our students and to equip them with skills to be Christ-like scholar-servants who will steward the resources of for-profit, not-for-profit and service organizations.

Majors

[Accounting](#)

[Business Administration](#)

Minors

[Accounting](#)

[Business Administration](#)

[Economics](#)

[Management](#)

Pre-Professional

[4+1 Accelerated MBA](#)

Faculty

Kenneth J. Bates

Robert A. Black

Naomi L. Christensen

J. Thomas Fuoco

Pil Joon Kim

Daniel C. Minchen

Chapel at Crosspoint

This program in Christian Ministries is accomplished in partnership with The Chapel at Crosspoint, located in Getzville, New York. Minimally, this is a two-year program leading to an AAS degree. The course of study requires a total of 60 hours and provides a strong Bible-centered preparation for Christian service in the church or mission field.

All courses in the major, with the exception of Church History, are conducted on the Getzville campus. Integrative Studies requirements can be completed through the Houghton in Buffalo AA program or through Houghton College online courses.

The program curriculum consists of 21 hours in Integrative Studies requirements, including a three-hour church internship, 24 hours in required ministry courses, and a 12-hour concentration in Bible.

Majors

[Christian Ministries, AAS](#)

Faculty

Jonathan Drake	Deone Drake	David Drake	Gerald Gillis
Kim Holet	Ryan Kozey	Daryl Largis	

Chemistry

Karen E. Torraca, Chair | Mark E. Yuly, Area Associate Dean |

<http://www.houghton.edu/chemistry> | 585.567.9280

Majoring in chemistry at Houghton College is a great way to prepare for a career in one of the health professions or for a career in chemistry! Our alumni include medical doctors (allopathic MD, osteopathic DO), optometry doctors (OD), podiatrists (DPM), chiropractic doctors (DC), medical missionaries, nurses, physicians' assistants, dentists, veterinarians, clinical chemists, medical technologists, physical therapists and nutritionists. In addition, our graduates have become research chemists, forensic scientists, pharmaceutical researchers, medicinal chemists, environmental analysts, science writers, college professors, high-school teachers, and technology managers and executives, among other professionals. Chemistry students interested in nursing have earned a Houghton undergraduate chemistry degree and then entered an advanced accelerated nursing curriculum to complete an additional degree in fewer than two more years.

Majors

[Biochemistry](#)

[Chemistry BA](#)

[Chemistry BS](#)

Minor

[Chemistry](#)

Faculty

Paul Martino

John M. Rowley

Karen E. Torraca

Karen E. Torraca

College Life and Leadership and New Student Curricula

New Student Programs

The mission of the New Student Office and the Transitions curricula at Houghton is to support new first-year and transfer students in their transition to becoming fully engaged members of the Houghton College learning community. Partnering collaboratively with departments across campus, the Orientation and Transitions programs help students and their families gain the information and interpersonal support they need to be successful.

The two components of the Transitions program at Houghton College are Fall Orientation and Transitions 102: Succeeding at Houghton (a required course for first-year students during their first semester on campus).

Fall Orientation provides all new students and their families with a chance to have the college all to themselves in the days just prior to the beginning of classes. President Mullen enjoys an opportunity to speak with the parents of our new transfer and first-year students. Parents are encouraged to stay through the New Student Dedication Service on move-in day.

Communication

Douglas M. Gaerte, Chair | Susan Bruxvoort Lipscomb, Area Associate Dean |
<http://www.houghton.edu/communication> | 585.567.9670

Whether one seeks a career in broadcasting, journalism, public relations, advertising, government service, community development, law, business, teaching or the ministry, the ability to communicate is essential. The communication major is interdisciplinary, focusing on helping students become competent communicators. This involves the ability to analyze messages in both personal and public contexts, to recognize and choose from among the various communication strategies available, and to use language and images to create messages that are sensitive to the audience and that help to solve real-world problems.

Majors

[Communication \(no concentration\)](#)

[Communication with Concentration in Integrated Marketing Communication](#)

[Communication with Concentration in Media Arts and Visual Communication](#)

[Communication with Concentration in Rhetorical Communication](#)

Minor

[Communication](#)

Faculty

Ryann Cooley

Douglas M. Gaerte

David M. Huth

Daniel C. Minchen

Madison T. Murphy

Education

Sunshine R. Sullivan, Chair | Cathy E. Freytag, Associate Dean |

<http://www.houghton.edu/education> | 585.567.9670

Houghton College's teacher education program has deep roots in the liberal arts and the Christian faith and is committed to the highest professional standards in teacher education. A degree in education prepares teachers who are steeped in content areas and who are committed to serving the needs of diverse learners and communities. Our mission is to equip teachers for transformative learning and service.

Houghton's education faculty are committed to integrating theory, practice and the Christian faith in their teaching. All have earned graduate degrees in specific areas of specialization, and all have served as classroom teachers. This combination of experience, expertise and a Christian worldview provides a classroom context that promotes the intellectual development and spiritual formation of students who graduate to serve as scholars and leaders in the world of education.

Education majors will complete one of five program strands: adolescence education, inclusive adolescence education, inclusive childhood education, TESOL or music education. Students in each strand receive thorough preparation in educational theory and practice as well as intensive preparation in their chosen content area. All students participate in a variety of classroom experiences that place them in rural and urban schools, service learning and solo teaching. Graduates of all program strands are well prepared to meet the needs of diverse learners across a wide range of settings and are thoroughly prepared for graduate study.

Majors

[Adolescence Education](#)

[Inclusive Adolescence Education](#)

[Inclusive Childhood Education](#)

[Inclusive Childhood Education Major with Art Concentration](#)

[Inclusive Childhood Education Major with Communication Concentration](#)

[Inclusive Childhood Education Major with English Concentration](#)

[Inclusive Childhood Education Major with Humanities Concentration](#)

[Inclusive Childhood Education Major with Intercultural Studies Concentration](#)

[Inclusive Childhood Education Major with Mathematics & Science Concentration](#)

[Inclusive Childhood Education Major with Mathematics Concentration](#)

[Inclusive Childhood Education Major with Music Concentration](#)

[Inclusive Childhood Education Major with Science Concentration](#)

[Inclusive Childhood Education Major with Social Studies Concentration](#)

[Inclusive Childhood Education Major with Spanish Language, Culture & Linguistics Concentration](#)

[Inclusive Childhood Education Major with TESOL Concentration \(Teaching English to Speakers of Other Languages\)](#)

[Inclusive Childhood Education Major with Writing Concentration](#)

[TESOL Major with a Concentration in Culture, Language, and Linguistics](#)

Minors

Education

Faculty

Deborah S. Bruce (on leave)

Martin J. Coates

Constance R. Finney

Cathy E. Freytag

JooYoung Hong

Sunshine R. Sullivan

Jeffrey L. Wiesman

English and Writing

Susan Bruxvoort Lipscomb, Chair and Area Associate Dean |
<http://www.houghton.edu/english-and-writing> | 585.567.9670

The major in English provides students with strong liberal arts preparation for a variety of careers in fields including education, business and the media. It is also appropriate for pre-seminary and pre-law students.

The writing major provides students with a strong liberal arts preparation for a variety of careers including journalism, publishing, law, advertising, public relations, teaching and business. The major is designed to help students develop their skills in recording and communicating information as well as their ability to use writing as a tool for thinking, articulating ideas and solving problems.

Majors

[English](#)
[Writing](#)

Minor

[English](#)
[Writing](#)

Faculty

Laurie A. Dashnau

Lori L. Huth

Susan Bruxvoort Lipscomb

James F. Wardwell

Stephen A. Woolsey

James A. Zoller

Greatbatch School of Music

Armenio Z. Suzano, Jr., Director and Associate Dean |

<http://www.houghton.edu/music> | 585.567.9400

Within a Christ-centered, challenging, liberal arts education, the Greatbatch School of Music at Houghton College endeavors to produce graduates who, through commitment to musical excellence and to intelligent articulation of the integration of faith and music in their lives, can be effective musical practitioners and advocates in the Christian community and in the broader world.

Majors

[Composition](#)

[Music Education - Alternate Applied Concentration
in Composition \(MEI-C\)](#)

[Music Education - Alternate Applied Concentration
in Composition \(MEV-C\)](#)

[Music Education - Instrumental emphasis \(MEI\)](#)

[Music Education - Vocal emphasis \(MEV\)](#)

[Performance - Instruments: Brass, Guitar,
Percussion, Strings, or Woodwinds](#)

[Music Industry](#)

[Music Performance - Organ](#)

[Music Performance - Piano](#)

[Music Performance - Voice](#)

[Music with Non-Music Elective Studies](#)

[Music \(BA\)](#)

Minor

[Applied Music](#)

[Elective Music](#)

[Music Industry](#)

Faculty

David Clem	Judy A. Congdon	Amanda Young Cox	Ken Crane
Mitchell Hutchings	Sarah Hutchings	Kevin Jackson	Sharon L. Johnson
Margaret Kuhl	Megan Kyle	Janette LaBarre	Anton Machleder
Katie Martin	Angela McBrearty	William J. Newbrough	Craig Sutherland
Armenio Z. Suzano, Jr.	Martha Thomas	Steven Thomas	Suzanne Thomas

Kelly Van Kirk

Rintaro Wada

Colleen Wolf

Dustin Woodard

History and Political Science

Peter C. Meilaender, Chair | Paul D. Young, Area Associate Dean |

<http://www.houghton.edu/history> | 585.567.9440

The history major involves a strong liberal arts concentration. The major provides an excellent background for careers in law, the ministry, public administration, government service, college and secondary teaching, business, and foreign service and preparation for archivists, museum curators, historic site specialists, librarians, editors and writers.

The political science major helps students develop an understanding of politics that integrates four elements: a grasp of fundamental theoretical concepts and problems of political life and an understanding of how those concepts and problems shape and inform the domestic politics of the United States, an understanding of how those concepts and problems shape and inform the world of international relations, and finally a sense of how our understanding of those same concepts and problems is enriched by the comparative analysis of different countries and political systems. In all of these ways, the major helps prepare students for responsible citizenship. It is helpful to students contemplating careers in teaching, government, law, diplomacy, international service, business and journalism.

Majors

[Augmented History](#)

[History](#)

[Political Science](#)

[Political Science Major with Public Law and Policy Concentration](#)

Minors

[History](#)

[Political Science](#)

Pre-Professional

[Pre-Law Interest](#)

Faculty

A. Cameron Airhart

William R. Doezema

David A. Howard

Peter C. Meilaender

Ronald J. Oakerson

Meic Pearse

Honors at Houghton

Benjamin J. B. Lipscomb, Director | <http://www.houghton.edu/academics/Honors-at-Houghton>

Houghton College offers a variety of honors opportunities centered on several gateway curricula: three for first-year students and one for second-year students and transfers. Students who have completed one of these gateway curricula are entitled to enroll in a variety of one-credit honors seminars during the rest of their college career. Qualified students have the option to write an honors thesis in their major discipline during their senior year. Select students are invited to apply for entrance into the gateway curricula. Selection of honors students occurs in the spring. Students in these curricula are expected to maintain at least a 2.5 GPA; failure to do so will trigger review by the Academic and Student Life deans and the Director of Honors.

Areas of Study

[East Meets West](#)

[London Honors](#)

[Scholastica](#)

[Science Honors](#)

East Meets West

16 hours (1 in fall, 12 in spring, 3 in Mayterm)

Director: Meic Pearse

This course of study in the fall and spring semesters and Mayterm focuses on the relationship between Middle-Eastern Islam, the Orthodox culture of Eastern Europe and the West. Students typically take 13 hours on campus (leaving room in their spring schedule for one non-honors course) and three hours during Mayterm in Eastern Europe. Occasionally, four hours are delivered the fall after the Mayterm trip, and students are able to take two non-honors courses in the spring. The course is co-taught by a church historian (Prof. Pearse), a political scientist, and a member of the English faculty. Meets Integrative Studies requirements in Faith Foundation: Theology, Community: Political Science, three of the four Culture requirements (in Fine Arts, History, and Literature) and the Writing Competency.

London Honors

18 hours (2 in fall, 16 in spring)

The London honors curriculum focuses on the origins and development of the modern West with some attention to West/non-West interactions. Following a fall pro-seminar on ancient and medieval background, the curriculum is delivered in London, England, taking advantage of the museums, galleries, performance venues and other resources of the city. Meets the Faith Foundation: Theology requirement, half of the two-part Community requirement, and the entire four-part requirement in Culture requirement as well as the Writing Competency.

Scholastica

6 hours (fall)

This course, which fuses biblical studies and theology, is available to select students in their second year or beyond who have not participated in one of Houghton's first-year honors curricula. Led by a team of faculty in both disciplines, students examine historical paradigms in the understanding of scripture and Christian doctrine and how they have been influenced by historical developments. Meets both Faith Foundation requirements.

Science Honors

16 hours (4 in fall, 8 in spring, 4 in Mayterm)

Director: John Rowley

The integrative, problem-based Science Honors curriculum comprises 12 hours of coursework in the fall, spring and Mayterm semesters and is team-taught by faculty from biology, chemistry, physics, communication and writing. The Science Honors curriculum is supplemented by special sections of Western Civilization (2 hours fall and spring). Meets the entire IS Creation requirement as well as the Writing Competency and IS requirements in Culture: History and Community: Communication.

Houghton in Buffalo/Buffalo AA

Cameron Airhart, Dean | <http://www.houghton.edu/buffalo> | 716.222.9615

This program is a fixed curriculum in the liberal arts taught in a cohort model with an area of focus in workplace readiness.

Areas of Study

[Associate of Arts](#)

Integrative Studies

Susan Bruxvoort Lipscomb, Director | <http://www.houghton.edu/academics/majors-programs/integrative-studies>

Houghton College Integrative Studies Requirements - BA/BS/BFA

The core of a liberal arts education at Houghton is found in the college's Integrative Studies requirements, which all students must satisfy. The Integrative Studies requirements embody an interdisciplinary vision of the skills, content and ways of thinking "that equip students to lead and labor as scholar-servants in a changing world" (in the words of the Houghton College mission statement). They consist of core competencies that students must demonstrate along with a set of distribution requirements across the college's main curricular areas of study.

Competencies

All students must demonstrate basic competency—either through successful completion of an approved course or through prior high school experience (criteria for meeting competencies can be found on the [Registrar/Academic Records office webpage](#))—in four key areas essential to success in college and in life:

- Writing: All students must demonstrate basic writing competency, typically in the first year.
- Quantitative Literacy: All students must demonstrate basic competency in mathematical reasoning.
- Foreign Language: All students must demonstrate basic competency, equivalent to a year of college study, in a language other than English.
- Health and Wellness: All students must develop habits of lifetime wellness by taking an introductory course with lab covering basic topics in wellness as well as two physical activity courses.

Distribution Requirements

All students must take coursework in the following areas:

- Transitions: During their first year, all first-year students take a one-hour course introducing them to college and the liberal arts. Transfers have a course as well.
- Faith Foundation: All students take two courses, one in Bible (typically in the first year), the other in Christian theology. (Courses must be selected from approved list.)
- Culture: All students take four courses in the humanities, one in each of these disciplines: history (typically in the first year), literature, philosophy, and the fine arts. (Courses must be selected from the approved list.)
- Creation: All students take two courses in math or natural science. One of the two must be a laboratory science. Students who have not otherwise satisfied the Quantitative Literacy Competency must also take a math course; students who have satisfied it may choose between math and science for their second course. (Courses must be selected from the approved list.)
- Community: All students take two courses in the social sciences, chosen from different disciplines: anthropology, communication, economics, political science, psychology and sociology. (Courses must be selected from the approved list.)

A list of approved Integrative Studies courses for students pursuing the BA, BFA or BS degrees can be found on the [Registrar/Academic Records office website](#).

Houghton College Integrative Studies Requirements - BMUS

A list of approved Integrative Studies courses for students pursuing the BMUS degree can be found on the [Registrar/Academic Records office website](#).

Faculty

Susan Bruxvoort Lipscomb

Intercultural Studies

Marcus W. Dean, Chair and Area Associate Dean |

<http://www.houghton.edu/intercultural/departments-of-intercultural-studies/>

585.567.9634

The mission of the Intercultural Studies Department is to prepare Christians to respond to key problems of global concern in culturally relevant ways that follow kingdom principles. The department offers two majors, Intercultural Studies and International Development, both drawing heavily on the methodologies and perspectives of anthropology and related social sciences, integrating the theory of cross-cultural development work with experiential learning in cross-cultural settings. These majors will provide competence for students seeking to serve in such fields as community development, relief work, health services, education, missions and Bible translation in developing countries; multi-cultural contexts in the US; and the inner-city context. Both majors and the minors prepare students for today's multicultural job market and mutual learning across cultures.

Majors

[Intercultural Studies](#)

[Intercultural Studies Major with International Development Concentration](#)

[Intercultural Studies Major with Linguistics Concentration](#)

[Intercultural Studies Major with Missions Concentration](#)

[Intercultural Studies Major with Spanish Concentration](#)

[Intercultural Studies Major with TESOL Concentration](#)

[International Development](#)

Minor

[Intercultural Studies](#)

[International Development](#)

[Linguistics](#)

[Missions](#)

[Public Health](#)

[TESOL](#)

Faculty

Marcus W. Dean

Benjamin Hegeman

Ndunge Kiiti

Eli J. Knapp

Don B. Little

Ronald J. Oakerson

Interdisciplinary Studies

Susan Bruxvoort Lipscomb, Director of Humanities |

<http://www.houghton.edu/catalog/departments/453>

Majors

[Humanities](#)

[Interdisciplinary Studies](#)

Minor

[Military Leadership](#) (ROTC at Houghton, through St. Bonaventure University - Army)

Faculty

Susan Bruxvoort Lipscomb

Mathematics

Rebekah B. Johnson Yates, chair | Mark E. Yuly, Area Associate Dean |
<http://www.houghton.edu/math> | 585.567.9280

In a mathematics major, you will learn critical thinking and problem solving skills that equip you to ask and answer big questions, preparing you to more effectively respond to Christ's call in your life. The mathematics major includes coursework exploring mathematical concepts and computation with an emphasis on mathematical reasoning and proof. The major prepares students to work both collaboratively and independently and develops oral and written communication of mathematics. This combination of content, reasoning and communication prepares students for a wide variety of vocations, including careers in education, industry, actuarial science, finance, computer science, health professions and linguistics. Many students pursue advanced degrees in mathematics, education, architecture, law, health professions and computer science.

Major

[Mathematics](#)

Minor

[Mathematics](#)

Faculty

Brandon Bate

Jason Bintz

Jill E. Jordan

Rebekah B. Johnson Yates

Physics, Computer Science and Engineering

Brandon Hoffman, Chair | Mark E. Yuly, Area Associate Dean |

<http://www.houghton.edu/physics> | 585.567.9280

The BS physics major provides a broad variety of experiences with the theoretical basis of physics, its applications, experimental and mathematical techniques, and its study using computer programming and simulations. It serves as an excellent preparation for graduate work in physics or related fields, such as engineering, astrophysics, biophysics, physical oceanography, geophysics and meteorology. Students may also use the physics major as preparation for attending professional school in fields such as medicine, dentistry and law.

The BA major is particularly appropriate for students interested in a double major with another field or those completing a major in inclusive childhood or secondary education. Students interested in working toward certification to teach physics at the elementary level can do so by double-majoring in physics and inclusive childhood education. Students interested in working toward certification to teach physics at the middle and high school levels can do so by double-majoring in physics and adolescence education. Please see the [Education Department](#) section of this catalog for details.

The Applied Physics major – Engineering Emphasis is for those students interested in the engineering applications of physics and prepares the student for an engineering-related career or graduate school in engineering or physics.

The Computer Science major emphasizes the theoretical foundations and application techniques for solving problems in today's technological environment. The major prepares students to effectively use the technology of today and create the technology for tomorrow with a thorough understanding of a programming language and structures as well as foundations of computer architecture and networks. Throughout the major, emphasis is placed on the ability to apply understanding of fundamental concepts to solve problems. Students enter careers as programmers, software engineers, information technology specialists and pursue graduate school in a variety of computer-related disciplines.

Majors

[Applied Physics Major – Engineering Emphasis](#)

[Computer Science](#)

[Data Science \(BA\)](#)

[Data Science \(BS\)](#)

[Physics \(BA\)](#)

[Physics \(BS\)](#)

Minors

[Computer Science](#)

[Data Science](#)

[Physics](#)

Faculty

Kurt M. Aikens

D. Brandon Hoffman

Wei Hu

Mark E. Yuly

Psychology and Sociology

Paul D. Young, Chair and Area Associate Dean |

<http://www.houghton.edu/psychology-and-sociology> | 585.567.9440

Psychologists study normal and abnormal behavior, structured and erratic thinking, and stable and troubled emotion. We have a broad task. Consequently, students of psychology read widely, investigate problems scientifically, and think carefully and deeply. They also share the knowledge they gain with others through writing, public presentation and professional service. At Houghton, they wrestle with the ways in which the Christian faith frames and informs our studies and our understanding.

Since psychology students typically have broad interests and a variety of goals, the major prepares students to pursue a career in human services immediately after graduating or to go on to graduate training in psychological research and college teaching, clinical or counseling psychology, school psychology, and marriage and family therapy or in related fields such as social work and human resource management.

Even without graduate training in psychology, knowledge of psychological functioning of individuals and groups is a valuable asset in professions such as medicine, law, business, education, therapeutic recreation and ministry. For example, coursework in psychology is required for the Medical College Admission Test.

The major consists of Introduction to Psychology, a 15-credit core common to all tracks and 21 credits of track-specific courses and electives. The psychology coursework totals 39 hours, including introduction to psychology, which meets the Integrative Studies Community requirement in psychology.

Students majoring in psychology who wish to complete two or more tracks within the major must complete a minimum of 12 distinct credits in each track. Courses beyond these distinct credits may be counted for more than one track if they meet requirements for both tracks.

Sociology provides an understanding of the social and cultural influences on human action. The minor in sociology includes coursework in anthropology, marriage and family studies, and other topics related to contemporary society. It provides a critical dimension to a liberal arts education and tools for addressing social and ecological problems facing local, national and global communities. Studying sociology offers excellent preparation for students anticipating careers in community and international development, environmental and natural resource conservation, social work and health services, politics and law, business and human resource management, recreation and tourism, urban planning, and other related areas. Coursework in sociology is required for the Medical College Admission Test.

The minor in Family Studies combines family-focused courses in psychology, sociology and theology.

Students wanting to prepare for graduate study in art therapy should major in either Psychology or Art and take recommended courses in the other discipline, including at least 12 hours in psychology and 18 hours in studio art.

Majors

[Psychology – General Psychology Track](#)

[Psychology Major – Clinical/Counseling Track](#)

[Psychology Major – Social/Developmental Track](#)

[Psychology Major – Neuroscience Track](#)

Minors

[Family Studies](#)

[Psychology](#)

[Sociology](#)

An honors research emphasis may be taken with any track in the psychology major

Pre-Professional

[Pre-Art Therapy](#)

Faculty

Marcus W. Dean

Michael D. Lastoria

Ronald J. Oakerson

Karen O. Daugherty

Cynthia S. Symons

John F. Van Wicklin

Paul D. Young

William R. Burrichter

Sport, Recreation and Wellness

Andrea N. Boon & Sandra D. Johnson, Co-Chairs | Paul D. Young, Area Associate Dean | <http://www.houghton.edu/sport-recreation-and-wellness> | 585.567.9440

Our department seeks to equip students with a comprehensive knowledge of human movement, wellness, recreation and equestrian studies and to cultivate Christ-like character, enabling them to become effective scholar-servants.

Majors

[Recreation: Equestrian Option – Management Track](#)

[Recreation: Equestrian Option – Performance Track](#)

[Sport, Recreation, and Wellness Management](#)

Minor

[Athletic Administration & Sports Management](#)

[Equestrian Studies](#)

[Equine-Assisted Therapy](#)

[Health Promotion and Fitness](#)

[Pre-Athletic Training](#)

[Recreation](#)

[Sports Ministry](#)

Faculty

Laura Alexeichik Andrea N. Boon

Sandra D. Johnson

David B. Lewis

Robert B. Smalley Larissa Strappello

Jo-Anne O. Young

World Languages and Literatures

David Kinman, Chair | Marcus Dean, Area Associate Dean |
<http://www.houghton.edu/world-languages> | 585.567.9670

In today's global society, linguistic isolation has serious consequences for the economic, social and political health of our nation, but even more, it impedes obeying the Commission to go into the world with the message of the Gospel. We seek, therefore, to provide an exciting intellectual environment that facilitates mastery of foreign languages and their related cultures, history, literature and linguistics. Our graduates pursue a variety of careers such as teaching, international banking, law, social work, diplomacy, missions and Bible translation.

Majors are required to spend one semester off campus studying in the target language. Study-abroad options are available in countries such as France, Canada, Spain, Columbia, Guatemala, Costa Rica, Germany and Austria. The specific study abroad opportunity and courses need to be approved by the student's academic advisor. Majors are required to take INCL 211 Intercultural Transition before embarking on an off-campus opportunity. Normally, native speakers of French or Spanish are not admitted to the conversation courses for credit.

Majors

[Spanish](#)

Minor

[French Self-Designed minor](#)
[German Self-Designed minor](#)
[Spanish](#)

Faculty

Marlene G. Collins-Blair

Marcus W. Dean

David Kinman

Eva Meilaender

Majors (alphabetical)

Accounting

BS (45 - 46 hours in the major; 14 in co-requisites)

Co-requisites	Credits
BADM 45 Spreadsheet competency*	0
ECON 201 Intro to Economics	2
ACCT 211 Financial Accounting	3
ACCT 212 Managerial Accounting	3
ECON 210 Principles of Microeconomics	3
ECON 211 Principles of Macroeconomics	3
Total	14
Major Required Courses (includes minor in Business Administration)	Credits
BADM 212 Principles of Management	3
BADM 213 Business Law I or BADM 214 Business Law II	3
BADM 218 Marketing Principles	3
BADM 301 Business Communication	3
BADM 407 Investment Management	3
BADM 309 Statistics	3-4
ACCT 311 Intermediate Accounting I	3
ACCT 312 Intermediate Accounting II	3
ACCT 314 Cost Accounting	3
ACCT 315 Auditing	3

ACCT 316 Federal Income Tax	3
BADM 310 Corporate Finance	3
ACCT 418 Advanced Accounting	3
ACCT 421 Internship	2
BADM 481 Senior Capstone: Business Strategy and Policy	4
Total in major (not including prerequisites)	45-46

*see note on [Spreadsheet Competency](#)

62 of the 124 undergraduate college credits must be in liberal arts courses.

Students interested in licensure as a Certified Public Accountant (CPA) must have 150 credits, normally a combination of undergraduate and graduate coursework.

Five Years, Two Degrees: Houghton has established an agreement with Rochester Institute of Technology and St. Bonaventure University whereby qualified students who have earned a BS degree in accounting or business can accelerate their MBA degree at RIT or SBU. They will waive certain MBA foundation courses, allowing Houghton graduates who major in business administration to complete an MBA in one year. A grade of B or better in the designated undergraduate courses is needed to waive graduate-level coursework. The courses must also be no older than five years upon matriculation into the MBA degree program. Students can consult with their advisor to obtain information about the courses to select.

CPA exam preparation: The Houghton accounting major qualifies students to take the CPA exam upon graduation.

CMA exam preparation: Students considering the Certified Management Accountant (CMA) designation are encouraged to take Operations Management in addition to required coursework. The Houghton accounting major qualifies students to take the CMA exam.

Art

Art with Studio Concentration

BA (44 - 52 hours)

Required Courses	Credits
ART 131 Intro to Visual Arts	2
ART 211 Drawing I	2
ART 241 Two-dimensional Design	2
ART 242 Three-dimensional Design	2
Total	8
Art History	Credits
Choose from the following courses to reach 8 credits; at least one must be Renaissance, Ancient or Modern/Contemporary.	
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4
ART 234 Art and Architecture in Europe	4
ART 235 African Art History	4
ART 236 Asian Art History	4
ART 237 Modern & Contemporary Western Art History	4
ART 314 Art and History of Film	4
ART 324, 325, 326, 327 Advanced Topics in Film	2
ART 216 The Art and History of Film Genre	4
Total	8

Studio Courses	Credits
ART 285/286/287 Fine Arts Seminar (must take 4 out of 8 semesters; may be repeated up to 4 credits or taken for 0 credits)	0-4
ART 2xx Art Studio elective	4
ART 2xx Art Studio elective	4
ART 2xx Art Studio elective	4
ART 3xx Art Studio elective	4
ART 3xx Art Studio elective	4
ART 385/386 Junior Studio 1 and 2	2, 2
ART 485 Senior Studio	2
ART 486 Senior Seminar and Exhibition	2
Total	28-32
Optional Course	Credits
Internship	4
Total in major (not including prerequisites)	44-52

Art as Second Major

BS (36 - 44 hours)

Double-major in art and another discipline requirements

Required Courses	Credits
ART 131 Intro to Visual Arts	2
ART 211 Drawing I	2
ART 241 Two-dimensional Design	2
ART 242 Three-dimensional Design	2
Total	8
Art History Courses	Credits
Choose from the following courses to reach 8 credits:	
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4
ART 234 Art and Architecture in Europe	4
ART 235 African Art History	4
ART 236 Asian Art History	4
ART 237 Modern & Contemporary Western Art History	4
ART 314 Art and History of Film	4
ART 324, 325, 326, 327 Advanced Topics in Film	2
ART 216 The Art and History of Film Genre	4
Total	8
Studio Courses	Credits

ART 285/286/287 Fine Arts Seminar (must take 4 out of 8 semesters; may be repeated up to 4 credits or taken for 0 credit)	0-4
ART 2xx Art Studio elective	4
ART 2xx Art Studio elective	4
ART 3xx Art Studio elective	4
ART 385/386 Junior Studio 1 and 2	2, 2
ART 485 Senior Studio	2
ART 486 Senior Seminar and Exhibition	2
Total	20-24
Optional Course	Credits
Fine Arts Internship	4
Total in major (not including prerequisites)	36-44

Applied Design and Visual Communication (BFA)

BFA (62 - 72 hours)

The BFA in Applied Design and Visual Communication is an art and communication partnership. It requires 62-72 hours in art and communication.

Required Art & Communication Theory & Foundation Courses	Credits
ART 131 Intro to Visual Arts	2
ART 241 Two-dimensional Design	2
ART 242 Three-dimensional Design	2
COMM 214 Intro to Mass Media	4
Total	10
Required Art and Communication Studio Courses	Credits
ART 228 Digital Video I	4
ART 245 Graphic Design I	4
ART 281 Intro to Photography	4
ART 284 Intro to Digital Imaging	4
ART 345 Graphic Design II	4
COMM 232 Intro to Web Communication	4
Total	24
Art History Courses	Credits
Choose from the following courses to reach 8 credits; at least one must be Renaissance, Ancient, or Modern/Contemporary.	
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4

ART 234 Art and Architecture in Europe	4
ART 235 African Art History	4
ART 236 Asian Art History	4
ART 237 Modern & Contemporary Western Art History	4
ART 314 Art and History of Film	4
ART 324, 325, 326, 327 Advanced Topics in Film	2
ART 216 The Art and History of Film Genre	4
Total	8
Studio Courses	Credits
Select three of the following courses: (minimum 10 hours)	
ART 382 Advanced Topics in Photography	4
ART 384 Advanced Digital Imaging	4
COMM 328 Digital Video II	4
ART 263 Typography and Letterpress Printing	2
COMM Intro to Pro Tools	3
Total	10-12
Additional Required Courses	Credits
ART 285/286/287 Fine Arts Seminar (must take 6 out of 8 semesters; may be repeated up to 4 credits or taken for 0 credit)	0-4
ART 383 Applied Design Internship	4
ART/COMM electives	4-8

ART 486 Senior Seminar and Exhibition	2
Total	10-18
Total in major (not including prerequisites)	62-72

Studio (BFA)

BFA (60 - 68 hours)

Required Courses	Credits
ART 131 Intro to Visual Arts	2
ART 211 Drawing I	2
ART 241 Two-dimensional Design	2
ART 242 Three-dimensional Design	2
Total	8
Art History Courses	Credits
Choose from the following courses to reach 12 credits:	
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4
ART 234 Art and Architecture in Europe	4
ART 235 African Art History	4
ART 236 Asian Art History	4
ART 237 Modern & Contemporary Western Art History	4
ART 314 Art and History of Film	4
ART 324, 325, 326, 327 Advanced Topics in Film	2
ART 216 The Art and History of Film Genre	4
Total	12
Studio Courses	Credits
ART 285/286/287 Fine Arts Seminar (must take 6 out of 8 semesters; may be repeated up	0-4

to 4 credits or taken for 0 credits)	
ART 2xx Art Studio elective	4
ART 2xx Art Studio elective	4
ART 2xx Art Studio elective	4
ART 2xx Art Studio elective	4
ART 2xx Art Studio elective	4
ART 3xx Art Studio elective	4
ART 3xx Art Studio elective	4
ART 3xx Art Studio elective	4
ART 385/386 Junior Studio 1 and 2	2, 2
ART 485 Senior Studio	2
ART 486 Senior Seminar and Exhibition	2
Total	40-44
Optional Course	Credits
Fine Arts Internship	4
Total in major (not including prerequisites)	60-68

Bible

Bible

BA/BS (32 - 33 hours in core; 6 co-requisite hours)

Co-requisites	Credits
GREK 101, 102 Greek or HEBR 101, 102 Hebrew	3, 3
Total	6
Required Courses	Credits
BIBL 221 Biblical Interpretation	3
BIBL 231 Pentateuch	3
BIBL 233 Jesus and the Gospels	3
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
GREK 201 Greek Readings or HEBR 201 Hebrew Readings or CRFM 325 Bible Study & Teaching Methods	2 or 3
Bible electives (may include up to 3 hours of any THEL course)	15
BIBL 482 Senior Capstone: Senior Seminar	2
Total in major (not including prerequisites)	38-39

A major in Bible is recommended for those expecting to become missionaries, teachers or leaders in para-church ministries, and translators. It is also an excellent base for seminary or graduate work in biblical studies, theology and related disciplines. Majors must take all core and co-requisite courses.

Bible as a Second Major

BA/BS (24 hours)

Core Requirements	Credits
BIBL 221 Biblical Interpretation	3
BIBL 231 Pentateuch	3
BIBL 233 Jesus and the Gospels	3
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
BIBL 482 Senior Capstone: Senior Seminar	2
Bible electives (any course with BIBL prefix; Bible Study & Teaching Methods [CRFM 325]; and up to 3 hours of any THEL courses)	9
Total in major (not including prerequisites)	24

Bible with Missions Concentration

BA/BS (29 major hours; 19 - 20 concentration hours)

Major Courses	Credits
BIBL 221 Biblical Interpretation	3
BIBL 231 Pentateuch	3
BIBL 233 Jesus and the Gospels	3
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
GREK 101, 102 Greek or HEBR 101, 102 Hebrew	3, 3
Bible electives	8
BIBL 482 Senior Capstone: Senior Seminar	2
Total	29
Missions Concentration	Credits
MISS 241 History of the Global Christian Movement	4
MISS 242 Missions and the Global Church	4
INCL 243 Cultural Anthropology or INCL 310 Intercultural Competencies or INCL 350 Culture Change	4
MISS 341 Biblical and Theological Foundations or MISS 342 Contextualization in Missions	4
Choose one elective in INCL, LING, MISS, THEL, or URMN	3-4
Total	19-20
Total in major and concentration (not including prerequisites)	48-49

Biochemistry

BA/BS (39 hours in core; 19 - 24 co-requisite hours; 12 prerequisite hours)

Biochemistry is an excellent path to entering one of the health professions or following a career in biochemical research. A Biochemistry major at Houghton College can lead to an exciting career as a bio-medical researcher, medical doctor, nurse, pharmacist or pharmacologist, nutritionist, physical therapist or food chemist, to name a few. (For a full description of Pre-Health Professions, see the [Biology department website](#).)

A major in Biochemistry at Houghton College enables a student to learn, in a context of faith, the normal or abnormal paths that one's body may take and to understand the ways in which nutrition and pharmaceuticals can best prevent or correct damage to one's body. Because the Biochemistry major at Houghton College contains a significant liberal arts component as well as its science component, the student may choose, upon graduation, to receive either a BA or BS degree in Biochemistry.

Prerequisites	Credits
BIOL 152 General Biology: Cellular Biology and Genetics	4
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
Total	12
Co-requisites	Credits
CSCI 211 Programming I	4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
PSY 309 Statistics	3-4
Total	19 - 24
Required Core Courses	Credits
CHEM 241 Organic Chemistry I	4

CHEM 242 Organic Chemistry II	4
CHEM 278 Chemical Instrumentation Research	4
BIOL 251 Genetics	4
BIOL 370 Molecular and Cell Biology	4
CHEM 332 Biochemistry I	3
CHEM 334 Biochemistry Lab I	1
CHEM 333 Biochemistry II	3
CHEM 335 Biochemistry Lab II	1
CHEM 268 Special Topics in Chemistry	2
CHEM 352 Physical Principles	3
BIOCHM 480 Capstone: Seminar in Biochemistry	1
BIOL xxx elective	4
STEM 371 Career Seminar	1
Total	39
Total in major (not including prerequisites)	58-63

Research strongly encouraged

Biology

Biology BA

BA (26 hours in core; 8 co-requisite hours; 8 prerequisite hours)

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Note: Unless a grade of C- is earned in the lecture component of both BIOL 151 and BIOL 152, students must enroll concurrently in BIOL 151 or BIOL 152 if also enrolling in 200-level or higher biology courses.	
Total	8
Co-requisites	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
Total	8
Required Courses	Credits
BIOL 251 Genetics	4
BIOL 482 Senior Capstone: Senior Seminar	2
BIOL electives	20
Total	26
Total in major (not including prerequisites)	34

Biology BS

BS (27 hours in core; 28 - 32 co-requisite hours; 8 prerequisite hours)

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Note: Unless a grade of C- is earned in the lecture component of both BIOL 151 and BIOL 152, students must enroll concurrently in BIOL 151 or BIOL 152 if also enrolling in 200-level or higher biology courses.	
Total	8
Co-requisite Courses	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
CHEM 241 Organic Chemistry I	4
CHEM 242 Organic Chemistry II	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
Total	28-32
Core Requirements	Credits
BIOL 251 Genetics	4
BIOL 322 General Ecology	4
BIOL 482 Senior Seminar	2

STEM 371 Career Seminar	1
Total	11
Organismal Biology	Credits
(Choose one course from the following)	4
BIOL 207 Wildlife Behavior in East Africa	
BIOL 295 Herpetology	
BIOL 301 Field Botany	
BIOL 315 Marine Biology	
BIOL 336 Animal Behavior	
BIOL 395 Ornithology	
Total	4
Biology Electives	Credits
Choose from the following:	12
Experiential Biology (Select one of the following courses.) Note: credit hours towards the major are only earned if fulfilling this requirement with BIOL 394 or an approved course at Au Sable	
BIOL 394 Collaborative Research	
INCL 348 Foundations of Health Development	
PRPR 202A Pre-Medical/Pre-Dental Practicum	
NSF-Funded Summer Science Internship	
Field Course at the Au Sable Institute of Environmental Studies	
Completion of the EMT-basic course provided by Allegany County Emergency Services	

Total in major (not including prerequisites)	55-59
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Biology with Environmental Emphasis BA

BA (26 hours in major; 12 co-requisite hours; 8 prerequisite hours)

The BA in Environmental Biology at Houghton takes advantage of the college's location in the Allegheny Plateau (ranging in elevation from 1000 to 2500 feet) with access to forest, river and lake ecosystems and the Atlantic Ocean. In addition, Houghton's 1300-acre campus has forest and field areas for study. The BA in Environmental Biology prepares students for further graduate work in environmental biology. Graduates have gone on to obtain master's and doctoral degrees for careers in environmental education, forestry, wildlife biology, soil and water conservation, and environmental analysis. The BA emphasizes Christian stewardship of Creation as well as environmental awareness and analysis. Field-oriented courses complement a strong biology background, including a field experience (a field-based course; a course at AuSable Institute of Environmental Studies [see [Off-Campus Study options](#)], a center for Christian environmental stewardship; or a field-based research experience or internship). Students can take the New York State civil service exam for application to the NYS Department of Environmental Conservation as a conservation biologist, according to the following designations.

- Biologist (wildlife) - Bachelor's or higher-level degree including or supplemented by 30 semester credit hours in the biological sciences. These 30 semester credit hours must include 18 specialized semester credit hours in wildlife courses that address the study, monitoring, modeling, management, interrelationships or characteristics of wild animals and their habitats. See the following website: <http://www.dec.ny.gov/about/45991.html>.
- Biologist (ecology) - Bachelor's or higher-level degree including or supplemented by 30 semester credit hours in the biological sciences. These 30 semester credit hours must include 18 specialized semester credit hours in field biology or ecology courses such as fishery or wildlife science, fishery or wildlife management, environmental impact analysis, limnology, toxicology, plant or animal taxonomy, wetland resources, wildlife population dynamics, zoology, botany, or any of their subspecialties. See following website: <http://www.dec.ny.gov/about/45987.html>.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Note: Unless a grade of C- is earned in the lecture component of both BIOL 151 and BIOL 152, students must enroll concurrently in BIOL 151 or BIOL 152 if also enrolling in 200-level or higher biology courses.	
Total	8
Co-requisites	Credits
CHEM 151 General Chemistry I	4

CHEM 152 General Chemistry II	4
ESCI 101 Physical Geology	4
Total	12
Required Major Courses	Credits
BIOL 251 Genetics	4
BIOL 301 Field Botany	4
BIOL 322 General Ecology	4
BIOL 482 Senior Capstone: Senior Seminar	2
BIOL xxx At least one course with zoological emphasis	4
Field Experience (Choose from list below.)	
Biology course(s) at the AuSable Institute of Environmental Studies (max. 8 hours)	4 or 8
Field course at another accredited institution	
Significant intern or work experience	
Total	26
Recommended Courses	Credits
REC 401 National Resource Management	2
SOC 307 and 308 or SOC 309 Statistics	3 or 4
Total in major (not including prerequisites)	38-44

Biology with Environmental Emphasis BS

BS (27 - 31 hours in major; 32 - 36 co-requisite hours; 8 prerequisite hours)

The BS in Environmental Biology at Houghton takes advantage of the college's location in the Allegheny Plateau (ranging in elevation from 1000 to 2500 feet) with access to forest, river and lake ecosystems and the Atlantic Ocean. In addition, Houghton's 1300-acre campus has forest and field areas for study. The BS in Environmental Biology prepares students for further graduate work in environmental biology. Graduates have gone on to obtain master's and doctoral degrees for careers in environmental education, forestry, wildlife biology, soil and water conservation, and environmental analysis. The BS emphasizes Christian stewardship of Creation as well as environmental awareness and analysis. Field-oriented courses complement a strong biology background, including a field experience (a field-based course; a course at AuSable Institute of Environmental Studies [see [Off-Campus Study options](#)], a center for Christian environmental stewardship; or a field-based research experience or internship). Students can take the New York State civil service exam for application to the NYS Department of Environmental Conservation as a conservation biologist, according to the following designations.

- Biologist (wildlife) - Bachelor's or higher-level degree including or supplemented by 30 semester credit hours in the biological sciences. These 30 semester credit hours must include 18 specialized semester credit hours in wildlife courses that address the study, monitoring, modeling, management, interrelationships or characteristics of wild animals and their habitats. See the following website: <http://www.dec.ny.gov/about/45991.html>.
- Biologist (ecology) - Bachelor's or higher-level degree including or supplemented by 30 semester credit hours in the biological sciences. These 30 semester credit hours must include 18 specialized semester credit hours in field biology or ecology courses such as fishery or wildlife science, fishery or wildlife management, environmental impact analysis, limnology, toxicology, plant or animal taxonomy, wetland resources, wildlife population dynamics, zoology, botany, or any of their subspecialties. See following website: <http://www.dec.ny.gov/about/45987.html>.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Note: Unless a grade of C- is earned in the lecture component of both BIOL 151 and BIOL 152, students must enroll concurrently in BIOL 151 or BIOL 152 if also enrolling in 200-level or higher biology courses.	
Total	8
Co-requisites	Credits

CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
ESCI 101 Physical Geology	4
CHEM 241 Organic Chemistry I	4
CHEM 242 Organic Chemistry II	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
Total	32 - 36
Required Major Courses	Credits
BIOL 251 Genetics	4
BIOL 301 Field Botany	4
BIOL 322 General Ecology	4
BIOL 482 Senior Capstone: Senior Seminar	2
BIOL xxx At least one course with zoological emphasis	4
Field Experience (Choose from list below)	
Biology course(s) at the AuSable Institute of Environmental Studies (max. 8 hours)	4 or 8
Field course at another accredited institution	4
STEM 371 Career Seminar	1
Significant intern or work experience	

Total	27-31
Recommended Courses	Credits
REC 401 National Resource Management	2
SOC 309 Statistics	3 or 4
Total in major (not including prerequisites)	59-67

Biology with Forestry Emphasis

(46 hours in major [taken at SUNY-ESF]; 33 - 37 prerequisite hours [taken at Houghton])

Because deforestation and other human activities affecting forested areas have significant ecological, aesthetic and economic ramifications, gaining insight into our forest resources can play an important role in environmental stewardship and may be desirable for students intending to serve with mission organizations. The forestry offering at Houghton College, which enjoys a largely forested campus, allows interested students an opportunity to develop a deeper understanding of these issues through a partnership with the State University of New York—College of Environmental Science and Forestry (SUNY-ESF). Both the [forestry minor](#) and the forestry emphasis within the biology major are offered through coursework taken at the SUNY-ESF Ranger School (est. 1912) based at Wanakena in the Adirondack Park. The Ranger School offers a rigorous 46-credit Forestry Technology program over an extended school year. Houghton students can participate for a fall semester (forestry minor) or an entire academic year (forestry emphasis within the biology major), depending on their educational and career goals. Those participating for the whole year also earn an AAS from SUNY-ESF.

Note: This option is not limited to biology majors. Non-Biology students who have the necessary prerequisites may also opt to take the fall courses (earning a forestry minor) or the whole year offering (earning a forestry minor, biology minor, and AAS degree in Forest Technology).

SUNY-ESF Ranger School Required Prerequisites (courses taken at Houghton College)	Credits
ECON 210 Principles of Microeconomics or ECON 211 Principles of Macroeconomics	3
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL, CHEM or PHYS - Science course with lab	4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
English course with focus on writing	6
Electives (suggested areas: psychology, sociology, computer science, public speaking)	10
Total	33-37
AAS in Forest Technology Required Courses	Credits
FALL SEMESTER	
Forest Ecology (This course, when counted for the AAS degree, may NOT also be counted toward a Biology major.)	4

Dendrology	3
Introduction to Natural Resources Measurements	5
Remote Sensing and Geographic Information Technology	3
Eight hours of additional coursework are included in the program but do NOT transfer back to Houghton:	
Introduction to Surveying	3
Communications and Safety	3
Timber Harvesting	2
SPRING SEMESTER	
Silvaculture	4
Forest Inventory Practicum	2
Wild Land Firefighting and Ecology	2
Intro to Forest Recreation	1
Natural Resources Management	3
Water Measurements	1
Timber Transportation Utilization	3
Wildlife Conservation	3
Forest Insects and Disease	3
Field Apiculture	1
Total in major (not including prerequisites)	46

Dendrology (3), Forest Ecology (4) and Silviculture (4) are counted toward the Biology major at Houghton College.

Pre-Pharmacy (with University at Buffalo)

BA (from Houghton)/PharmD (from UB)

(26 hours in major; 8 co-requisite hours; 8 prerequisite hours)

The Houghton program in pre-pharmacy, in partnership with the University at Buffalo (UB), is a seven-year program resulting in a Biology BA major (at Houghton) and a PharmD (at UB). The program entails three years of study at Houghton and four years at UB. Students in the program must meet UB academic requirements and interview for the program.

The program includes coursework in biology, chemistry, physics and mathematics. The Biology BA major is met with 26 hours in the major, 8 hours of prerequisites and 8 hours of co-requisites. In addition, there are a number of courses required for admission into the UB PharmD program.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Total	8
Co-requisites	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
Total	8
Required Courses	Credits
BIOL 217, 218 Human Anatomy and Physiology	4, 4
BIOL 242 Microbiology	4
BIOL 251 Genetics	4
BIOL 482 Senior Capstone: Senior Seminar	2
BIOL xxx electives	8 (to be met at UB)

Total	26
UB prerequisites for admission to UB PharmD Program	Credits
See UB's catalog for their prerequisites for admission.	

Business Administration

BS (41 - 42 hours in core; 6 co-requisite hours)

Co-requisites	Credits
BADM 45 Spreadsheet Competency*	0
ECON 210 Principles of Microeconomics	3
ECON 211 Principles of Macroeconomics	3
Total	6
Core Courses	Credits
ACCT 211 Financial Accounting	3
ACCT 212 Managerial Accounting	3
BADM 212 Principles of Management	3
BADM 218 Marketing Principles	3
BADM 213 Business Law I or BADM 214 Business Law II	3
BADM/PSY 309 Statistics	3-4
ECON xxx Economics elective	2
BADM 310 Corporate Finance	3
BADM 421 Internship in Business	2
BADM 481 Business Strategy and Policy (Senior Capstone)	4
Total	29-30
Elective Business courses: 12 hours from the courses below.	Credits
Elective hours may be used to develop a focus in any of the following six areas by taking 8 hours in one area.	

Economics:	
ECON 301 Money, Banking and Financial Markets	3
ECON 310 Intermediate Microeconomics	1
ECON 311 Intermediate Macroeconomics	1
ECON 313 America Economic History I (Colonial Era to 1865)	2
ECON 314 American Economic History II (from 1865 to present)	2
ECON 315 Economics of Organization and Strategy	3
ECON 350 Economic Freedom	2
ECON xxx Economics elective	2
Management:	
BADM 301 Business Communication	3
BADM 303 Entrepreneurship	3
BADM 314 Human Resources Management**	3
BADM 317 Management Information Systems	3
BADM 320 Leadership Development	3
BADM 330 Operations Management	3
BADM 414 Advanced Human Resources Management	1-4
PSY 330 Conflict Management	3
Marketing:	
BADM 301 Business Communication	3
BADM 319 Marketing Research	3

BADM 324 Advertising and Public Relations Principles	3
BADM 335 Integrated Marketing Communication	2
BADM 340 eCommerce	3
Finance:	
ECON 301 Money, Banking and Financial Markets	3
BADM 407 Investment Management	3
BADM 431 Security Analysis and Portfolio Management	1-4
International Business:	
IBI 331, 339, 350, 390 International Business Institute	12
ECON 212 International Economics	3
BADM 313 International Business	3
BADM 340 eCommerce	3
an approved cross-cultural experience	2
International Economics:	
ECON 212 International Economics	3
ECON 237 Comparative Economics Systems	3
BADM 313 International Business	3
ECON 350 Economic Freedom	2
an approved cross-cultural experience	2
Total	12
*see note on Spreadsheet Competency	

**required for focus	
Total in major (including prerequisites)	47-48

Internships are required of all students majoring in business. Practical experience provides an excellent opportunity to link the theory of the classroom with our work and practice. In addition, practical application may provide learning opportunities that cannot be duplicated in the classroom. For this reason, all business majors are required to graduate with a minimum of two but not more than six hours of internship experience.

Students meet the internship requirement through some type of work done for large or small for- or not-for-profit businesses. These experiences may also occur in conjunction with other coursework taken during the fall or spring semester, Mayterm or the summer. In all cases, the emphasis of the work, which makes it eligible for credit, must be on what is learned through the experience.

All internship experiences must be pre-certified and follow department guidelines to meet the internship requirements. Students wishing to earn credit hours for internships conducted over the summer will pay normal summer tuition rates. Students may also apply up to four unused credit hours purchased in the preceding school year. One may apply to have an internship meet the requirement for an internship without earning credit, but the experience must still be pre-certified by the department-designated internship supervisor and meet all other internship requirements.

Select courses may fulfill the internship requirement if the focus is on practical application of material that has been studied and involves activity similar to that in the workplace. Examples of courses that do this include...

- BADM 431 - Security Analysis & Portfolio Management – Students in the course are members of the Student Investment Group and manage an equity portfolio on behalf of Houghton College. The students analyze stocks and make buy/sell decisions under faculty supervision.
- ACCT 323 – Tax Practicum – Students prepare tax returns through the Volunteer Income Tax Assistance Program of the Internal Revenue Service.
- BADM 410 – Free Enterprise and Value Creation – This select group of students meets once a week in a collaborative workshop growing and managing on-campus businesses under the umbrella of Houghton Student Enterprises.

These courses may be taken multiple semesters to meet the two-hour internship minimum.

Other courses may meet the requirement if their primary focus is on practical application. Examples are the ST: Field Audit conducted for SIL/Wycliffe in Ivory Coast, Thailand and Cameroon. As illustrated by these courses, in order for any course to meet the internship requirement the intent of the course must be service learning through the application of principles learned in the classroom. Courses with a hands-on component or service learning project are encouraged in the curriculum but do not meet the internship requirement.

Spreadsheet Competency

All students majoring or minoring in any program of the Department of Business & Economics must meet a spreadsheet competency requirement. Specifically, this competency is a prerequisite for certain courses such as ACCT 211 Financial Accounting, ACCT 212 Managerial Accounting, BADM 309 Statistics, BADM 310 Corporate Finance, BADM 317 Management Information Systems, BADM 330 Operations Management and BADM 481: Senior Capstone: Business Strategy & Policy. This competency may be demonstrated in a number of ways:

- Satisfactory completion of a college-level course (at Houghton or elsewhere), a major portion of which is in the development of spreadsheet competency (At Houghton College, BADM 220 Advanced Computer Applications meets this requirement.)
- Satisfactory completion of a non-college-level training course in the use of such software, which requires at least eight hours of instruction in each area and is evidenced by a certificate or other written documentation, copies of which must be provided to Houghton College
- Satisfactory completion of the Houghton College competency examination on the use of Microsoft Excel (A sample exam is available for those who wish to pursue this option.)
- A letter on company letterhead from your employer attesting to your proficiency with Microsoft Excel or an equivalent spreadsheet application as evaluated by the department faculty

Chemistry

Chemistry BA

BA (28 hours in core; 20 - 24 co-requisite hours; 8 prerequisite hours)

The BA Chemistry major is designed for preparation for medical school (see the Biology department's [Pre-Health Professions website](#)) or for teaching in secondary education.

Prerequisites	Credits
CHEM 151, 152 General Chemistry I, II	4, 4
Total	8
Co-requisites	Credits
PHYS 151, 152 General Physics I, II	4, 4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
MATH 182 Calculus II	4
MATH 241 Differential Equations or MATH 225 Multivariate Calculus	4
Total	20 - 24
Required Courses	Credits
CHEM 241, 242 Organic Chemistry I, II	4, 4
CHEM 277 Analytical Chemistry	4
CHEM 278 Chemical Instrumentation in Research	4
CHEM 361, 362 Physical Chemistry I, II	4, 4
CHEM 286 Special Topics	2
STEM 371 Career Seminar	1
CHEM 482 Senior Capstone: Chemistry Seminar	1

Total	28
Total in major (not including prerequisites)	48-52

Chemistry BS

BS (36 hours in core; 20 - 24 co-requisite hours; 8 prerequisite hours)

The BS Chemistry major is designed for preparation for professional employment or for graduate work in chemistry or chemically related fields.

Prerequisites	Credits
CHEM 151, 152 General Chemistry I, II	4, 4
Total	8
Co-requisites	Credits
PHYS 151, 152 General Physics I, II	4, 4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
MATH 182 Calculus II	4
MATH 241 Differential Equations or MATH 225 Multivariate Calculus	4
Total	20-24
Required Courses	Credits
CHEM 241, 242 Organic Chemistry I, II	4, 4
CHEM 277 Analytical Chemistry	4
CHEM 278 Chemical Instrumentation in Research	4
CHEM 361, 362 Physical Chemistry I, II	4, 4
CHEM 286 Special Topics	2
CHEM 482 Senior Capstones: Chemistry Seminar	1
STEM 371 Career Seminar	1
Additional 8 hours in chemistry selected from courses numbered above 300, including at	8

least one of the following courses:	
CHEM 332 Biochemistry I	3
CHEM 343 Advanced Organic Chemistry	3
CHEM 453 Advanced Inorganic Chemistry	3
Total	36
Total in major (not including prerequisites)	56-60
Notes	
Research strongly encouraged	

Christian Ministries (with the Chapel at Crosspoint)

AAS (60 hrs)

The AAS in Christian Ministries is offered in partnership with The Chapel at Crosspoint located in Getzville, NY. All courses toward the major, with the exception of History of Christianity, are conducted on the Getzville campus. Integrative Studies requirements can be completed through the Houghton in Buffalo AA program (housed at the First Presbyterian Church at Symphony Circle) or through Houghton College online courses. Courses are taught by local faculty who are supervised by Houghton College faculty in their areas of expertise.

The AAS curriculum consists of 21 hours in Integrative Studies requirements, including a three hours of church internship, 24 hours in required ministry courses, and a 15-hour concentration in Bible.

Integrative Studies Required Courses	Credits
WRIT 101 Writing in the Liberal Arts	3
Math or Science	3
PHIL 202 Metaphysics, Morality, and Mind	3
ENGL 202 Literary Voices	3
Nine additional hours in Integrative Studies to total 24 hours (chosen from: Art, Communications, History, Music, Political Science, Psychology, or Sociology)	9
Total	21
Major Required Courses	Credits
CMIN 193 Spiritual Formation	3
CMIN 197 Missional Thought & Behavior	3
CMIN 196 Theological Studies 1	3
CMIN 230 Theological Studies II	3
CMIN 250 Ministry Leadership	3
CMIN 256 Church History	3

CMIN 289 Internship	3
Choose one course from Pastoral Counseling, Marriage and Family Counseling, or Special Topics	3
Total	24
Bible Concentration	Credits
BIBL 199 Old Testament Bible I	3
BIBL 210 Old Testament Bible II	3
BIBL 193 New Testament Bible I	3
BIBL 215 New Testament Bible II	3
BIBL 198 Studying and Teaching the Bible	3
Total	15
Total in degree	60

Christian Ministries

AAS (minimum of 60 hours)

The Christian Ministries curriculum is a two-year program that leads to the AAS degree. The course of study requires a minimum of 60 hours and provides a strong Bible-centered preparation for Christian service in the church or mission field.

The curriculum consists of 25-27 hours in Integrative Studies requirements, 24-26 hours in required religion courses, and a 12- to 16-hour concentration. Choose from Communication/Writing, Humanities, Religion (Bible, Christian Formation, Missions, and Ministerial) or social science. Additional credit hours to total 62 will consist of electives.

Integrative Studies Requirements	Credits
INTS 102 Transitions: Succeeding at Houghton	1
HIST 101 Western Civilization I: Ancient to 1650	2
WRIT 101 Writing in the Liberal Arts	4
BIBL 101 Biblical Literature	4
THEL 209 Introduction to Christianity	4
PHIL 202 Metaphysics, Morality, and Mind	4
Math or Science	3-4
Social Science	3-4
Total	25-27
Major requirements	Credits
Old Testament Bible	3
Old Testament Bible	3
New Testament Bible	3
New Testament Bible	3

MIN 210 Introduction to Christian Ministry	3
Missions (Any MISS prefix)	4
Christian Formation (Any CRFM prefix)	2-4
Internship	3
Total	24-26
Concentration	Credits
Choose a concentration from Communications, Humanities, Theology, Social Science, or Writing	12-16
Total in degree	61-69

Communication

Communication with No Concentration

BA/BS (19 hours in core; 2 co-requisite hours; 12 - 20 hours of elective courses)

Co-requisites	Credits
COMM 101 Presentational Speaking (also satisfies the Integrative Studies Community: Communication requirement)	2
Total	2
Required Courses	Credits
COMM 205 Introduction to Communication Theory	4
COMM 214 Introduction to Mass Media	4
COMM 215 Interpersonal Communication	4
COMM 216 Organizational Communication	3
COMM 417 Seminar in Public Communication	4
Total	19
Elective Courses	Credits
After consulting with the student's advisor and developing a specific coherent academic plan, a student would complete the five courses from the core requirements and five elective courses chosen from the department.	
Total	12-20
Total in major (including prerequisite)	33-41

Communication with Concentration in Integrated Marketing

BA/BS (19 hours in core; 2 co-requisite hours; 14 - 16 hours in concentration)

The concentration in Integrated Marketing Communication builds on basic core courses to develop a defined competence in the communication components of marketing. These components include advertising, public relations, marketing events such as trade shows, direct mail or other forms of one-to-one communication, and web-based or electronic initiatives. The focus of this concentration is to enable students to enter profit or not-for-profit businesses or organizations and assume a role in a marketing or promotions department with the ability to understand, manage and implement an expected set of professional tasks.

Co-requisite	Credits
COMM 101 Presentational Speaking (also satisfies the Integrative Studies Community: Communication requirement)	2
Total	2
Required Courses	Credits
COMM 205 Introduction to Communication Theory	4
COMM 214 Introduction to Mass Media	4
COMM 215 Interpersonal Communication	4
COMM 216 Organizational Communication	3
COMM 417 Seminar in Public Communication	4
Total	19
Concentration Courses	Credits
COMM 218 Marketing Principles (also listed as BADM 218)	3
BADM 319 Marketing Research	3
COMM 324 Advertising and Public Relations Principles (also listed as BADM 324)	3
COMM 335 Integrated Marketing Communication Seminar (also listed as BADM 335)	3
One elective course with COMM prefix (should be selected in consultation with advisor)	2-4

Concentration Total	14-16
Total in major and concentration (including prerequisite)	35-37

Communication with Media Arts & Visual Communication

BA/BS (19 hours in core; 2 co-requisite hours; 15 - 20 hours in concentration)

This concentration focuses on visual media-making with many classes devoted to creative studio work. To make visual media that is effective, creative and ethical, critical analysis and cross-disciplinary connections are essential. This concentration is a unique combination of media theory, critical analysis and cultural application combined with practical creative work focusing on digital media tools. This includes new forms of creation, distribution and social engagement outside of traditional structures. Independent cinema, Internet and interactive media, support for non-profit organizations, alternative political or social speech, media and performance art, documentary from a personal viewpoint, and storytelling/folklore are areas where students can apply their knowledge and skills.

Co-requisite	Credits
COMM 101 Presentational Speaking (also satisfies the Integrative Studies Community: Communication requirement)	2
Total	2
Required Courses	Credits
COMM 205 Introduction to Communication Theory	4
COMM 214 Introduction to Mass Media	4
COMM 215 Interpersonal Communication	4
COMM 216 Organizational Communication	3
COMM 417 Seminar in Public Communication	4
Total	19
Concentration Courses	Credits
COMM 224 Time, Motion, and Communication	4
COMM 284 Introduction to Digital Imaging	4
Three elective courses chosen from the following:	
COMM 207 Introduction to Pro Tools	3

COMM 208 Pro Tools Production I	3
COMM 228 Digital Video I	4
COMM 328 Digital Video II	4
COMM 232 Introduction to Web Communication	4
COMM 384 Digital Imaging II	4
COMM 410 Media Arts: Advanced Projects	4
ART 245 Graphic Design I	4
ART 314 Art and History of Film	4
COMM 295, 395 Special Topics	2-4
COMM 389 or 489 Communication Internship	1, 2, 3, or 4
WRIT 214 Literary Non-Fiction	4
WRIT 304 Screenwriting	4
Concentration Total	15-20
Total in major and concentration (including prerequisite)	36-41

Communication with Rhetorical Communication

BA/BS (19 hours in core; 2 co-requisite hours; 13 - 18 hours in concentration)

For more than 2,000 years, the study of communication was the study of rhetoric. The rhetorical communication concentration at Houghton helps students connect to the historical roots of communication study while bringing the conversation up to date with the application of rhetorical theory to current forms of delivering messages.

Central to the study of rhetoric is the notion of civic engagement. In a democracy, the opportunity for people to express themselves, present arguments, engage in debate, and praise and blame is critical to the orderly functioning of society. The rhetorical communication concentration is designed to help students construct effective and ethically responsible messages appropriate to scholar-servants. In the church, the workplace and the community, such speakers play a critical role in creating solutions to problems, defending the rights of the oppressed and improving the lives of fellow humans. The study of rhetoric also helps students become more discerning consumers of messages. This concentration is especially applicable to those students interested in law, politics and the ministry.

Co-requisite	Credits
COMM 101 Presentational Speaking (also satisfies the Integrative Studies Community: Communication requirement)	2
Total	2
Required Courses	Credits
COMM 205 Introduction to Communication Theory	4
COMM 214 Introduction to Mass Media	4
COMM 215 Interpersonal Communication	4
COMM 216 Organizational Communication	3
COMM 417 Seminar in Public Communication	4
Total	19
Concentration Courses	Credits
COMM 316 Advanced Presentational Speaking	2
Four elective courses chosen from the following:	

COMM 319 American Public Address	4
COMM 244 Oral Performance of Literature	4
COMM 295, 395 Special Topics	2-4
COMM 389 or 489 Communication Internship	1, 2, 3, or 4
MIN 324 Principles of Expository Preaching	4
PHIL 222 Logic and Critical Thinking	4
WRIT 214 Literary Non-Fiction	4
WRIT 312 Creative Writing in Public Life	4
Concentration Total	13-18
Total in major and concentration (including prerequisite)	34-39

Computer Science

BS (45 in core; 8 - 12 in co-requisites)

Co-requisites	Credits
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
MATH 210 Introduction to Proofs	2
MATH 214/CSCI 214 Discrete Mathematics	2
Total	8-12
Required Courses	Credits
CSCI 211 Programming I	4
CSCI 218 Programming II	4
CSCI 226 Computer Architecture	4
CSCI 236 Data Structures and Algorithms	4
CSCI 336 Programming III	4
CSCI 340 Data Bases	4
CSCI 420 Networking	4
CSCI 480 Senior Capstone: Senior Seminar	4
Three elective Computer Science courses	12
STEM 371 Career Seminar	1
Total	45
Total in major (not including prerequisites)	53-57

Data Science

Data Science BA

BA (31 - 32 hours)

The Data Science program develops graduates who contribute expertise and skills to teams providing data collection, data analysis, and data communication for business and industry, governmental and non-governmental organizations, and natural and social sciences.

The Data Science major combines computer science, statistics and a choice of application areas (e.g. business, biology, chemistry, mathematics, communication, psychology, political science), including an internship.

Required Courses	Credits
DSCI 210 Data Science I	4
DSCI 211 Data Science II	4
CSCI 211 Programming I	4
CSCI 218 Programming II	4
CSCI 236 Data Structures and Algorithms	4
BADM/PSY 309 Statistics	3-4
DSCI 480 Senior Capstone Seminar in Data Science	4
Digital Communication or Development Communication – Choose from the following:	
COMM 232 Introduction to Web Communication	4
COMM/ART 224 Time, Motion, and Communication	4
ART 245 Graphic Design I	4
COMM 314 New Media and Society	4
COMM 228 Digital Video I	4
COMM 284 Introduction to Digital Imaging	4
INCL 347 Development Communication and Grant Writing	4

COMM ST: Data Visualization	2
Total in major	31-32

Data Science BS

BS (61 - 64 hours)

The Data Science program develops graduates who contribute expertise and skills to teams providing data collection, data analysis and data communication for business and industry, governmental and non-governmental organizations, and natural and social sciences.

The Data Science major combines computer science, statistics and a choice of application areas (e.g. business, biology, chemistry, mathematics, communication, psychology, political science), including an internship.

Required Courses	Credits
DSCI 210 Data Science I	4
DSCI 211 Data Science II	4
CSCI 211 Programming I	4
CSCI 218 Programming II	4
CSCI 236 Data Structures and Algorithms	4
CSCI 295 Machine Learning	4
CSCI 312 Computational Statistics	4
CSCI 340 Data Bases	4
BADM/PSY 309 Statistics	3-4
PSY 312 Advanced Applied Statistics OR CSCI 295 Big Data and Cloud Computing	4
DSCI 380 Collaborative Research in Data Science	4
DSCI 480 Senior Capstone Seminar in Data Science	4
Digital Communication or Development Communication – Choose from the following:	
COMM 232 Introduction to Web Communication	4
COMM/ART 224 Time, Motion, and Communication	4

ART 245 Graphic Design I	4
COMM 314 New Media and Society	4
COMM 228 Digital Video I	4
COMM 284 Introduction to Digital Imaging	4
INCL 347 Development Communication and Grant Writing	4
COMM ST: Data Visualization	2
Total	49-52
Cognate	Credits
Chosen from five focus area options (Public sector/non-profit applications, Data Journalism, Natural Science, Behavioral and Social Science, Business and Industry)	
A data analysis course such as POLS 212/SOC 312 Social Science Research Methods	
Disciplinary coursework to support application of Data Science in areas such as Accounting, Biochemistry, Biology, Chemistry, Business Administration, Economics, International Development, Mathematics, Political Science, Psychology, Physics, or Sociology.	
At least one course that includes presentation of data.	
DSCI 289/389/489 Data science internship involving workplace experience equivalent to at least two credits.	0-6
Total	12
Total in major	61-64

Education

Adolescence Education (7-12)

BA (44 hours)

This major prepares students to teach at the secondary level (grades 7 through 12) in one of the following subjects: augmented history (for social studies), biology, chemistry, English, mathematics, physics and Spanish. The major includes a minimum of 100 hours of field experience, which must be completed prior to student teaching; that field experience is linked to education courses, including (but not limited to) the following: EDUC 235, 240 and 33X.

Students majoring in adolescence education must complete one of the following as an additional major: augmented history (for social studies), biology, chemistry, English, mathematics, physics or Spanish.

Required Courses	Credits
EDUC 202 Topics in Professionalism	0
EDUC 217 Education and American Culture	4
EDUC 219 Educational Psychology	4
EDUC 223 Adolescent Literature	4
EDUC 235 Educating Exceptional Learners	4
EDUC 240 Teaching in Urban America	2
EDUC 313 Language, Literacy & Curriculum Integration for Diverse Learners	4
EDUC 338 Inclusive Curriculum and Assessment in Secondary Classrooms	4
EDUC 331 Secondary Teaching: General Methods	2
EDUC 33x Secondary Teaching: Content Methods & Practicum	2
EDUC 332 English Methods	
EDUC 333 Foreign Language Methods	
EDUC 334 Math Methods	
EDUC 335 Science Methods	

EDUC 336 Social Studies Methods	
EDUC 409 Secondary Student Teaching I	6
EDUC 410 Secondary Student Teaching II	6
EDUC 485 Senior Capstone: Seminar on Reflective Teaching	2
Total in major (not including prerequisites)	44

Please see this [IMPORTANT INFORMATION FOR STUDENT TEACHING.](#)

Inclusive Adolescence Education

BA (48 hours in core; 24 co-requisite hours)

This major prepares candidates to teach students with disabilities at the secondary level (grades 7 through 12) across the content areas and leads to the Students with Disabilities 7-12 Generalist certificate. This major includes 24 co-requisite hours in the core content areas, which students must complete with final course grades of C or better. Grades for these 24 hours must be C or higher to satisfy New York State requirements. The major includes a minimum of 100 hours of field experience, which must be completed prior to student teaching; that field experience is linked to education courses including (but not limited to) the following: EDUC 235, EDUC 240 and EDUC 33X.

Students wishing to earn an additional teaching certificate at the secondary level may complete a second major in one of the following areas: augmented history (for social studies), biology, chemistry, English, mathematics, physics and Spanish. Students pursuing dual-certification at the secondary level will complete a minimum of 150 hours of field experience, which must be completed prior to student teaching; that field experience is linked to education courses including (but not limited to) the following: EDUC 235, EDUC 240 and EDUC 33X.

Required Courses	Credits
EDUC 202 Topics in Professionalism	0
EDUC 217 Education and American Culture	4
EDUC 219 Educational Psychology	4
EDUC 223 Adolescent Literature	4
EDUC 235 Educating Exceptional Learners	4
EDUC 240 Teaching in Urban America	2
EDUC 313 Language, Literacy & Curriculum Integration for Diverse Learners	4
EDUC 325 Issues in Inclusive Education I	2
EDUC 338 Inclusive Curriculum and Assessment in Secondary Classrooms	4
EDUC 331 Secondary Teaching: General Methods	2
EDUC 33X Secondary Teaching: Content Methods & Practicum	2

Required Courses	Credits
332 English Methods	
333 Foreign Language Methods	
334 Math Methods	
335 Science Methods	
336 Social Studies Methods	
EDUC 409 Secondary Student Teaching I	6
EDUC 410 Secondary Student Teaching II	6
EDUC 425 Issues in Inclusive Education II	2
EDUC 485 Senior Capstone: Seminar on Reflective Teaching	2
Co-requisite courses	24
Total in major (including prerequisites)	72

Please see this [IMPORTANT INFORMATION FOR STUDENT TEACHING.](#)

Inclusive Childhood Education (1-6)

BS (58 hours in core; 4 co-requisite hours; min. 30 hours in concentration, see concentration list)

This major prepares students to teach at the elementary level (grades one through six) in general and special education settings. The major includes a minimum of 150 hours of field experience in general and/or inclusive classroom settings, which must be completed prior to student teaching; that field experience is linked to education courses, including (but not limited to) the following: EDUC 114, 221, 235, 240 and 314.

Students will take an appropriate social science course as part of their Integrative Studies.

Co-requisites	Credits
One course in history or political science that focuses on an aspect of the U.S. national experience, chosen under advisement	4
Major Requirements	Credits
EDUC 114 Mathematical Concepts and Reasoning	4
EDUC 202 Topics in Professionalism	0
EDUC 217 Education and American Culture	4
EDUC 219 Educational Psychology	4
EDUC 221 Children's Literature	4
EDUC 235 Educating Exceptional Learners	4
EDUC 240 Teaching in Urban America	2
EDUC 314 Inclusive Childhood Practicum I	1
EDUC 315 Inclusive Childhood Practicum II	1
EDUC 320 Curriculum and Assessment in Inclusive Classrooms	4
EDUC 325 Issues in Inclusive Education I	2
EDUC 328 Foundations of Language and Literacy for Diverse Learners I	4
EDUC 329 Foundations of Language and Literacy for Diverse Learners II	4

EDUC 341 Social Studies in Inclusive Classrooms	2
EDUC 342 Math and Science in Inclusive Classrooms	4
EDUC 408 Inclusive Childhood Student Teaching	10
EDUC 425 Issues in Inclusive Education II	2
EDUC 485 Senior Capstone: Seminar on Reflective Teaching	2
Total	58
2nd major or concentration chosen from list below.	30-32
Total in major and concentration (not including prerequisites)	92-94

Students will choose either a) a concentration in art; communication; English; humanities; intercultural studies; mathematics; math/science; science; music; social studies; Spanish language, culture, and linguistics; TESOL (teaching English to speakers of other languages); or writing or b) a second major selected from the following: art, biology (BA), chemistry (BA), communication, English, history, humanities, intercultural studies, math, music (BA), physics (BA), political science, Spanish or writing. [Please note that completion of a concentration or major in Art (BA) or Music (BA) in conjunction with the ICE major does not lead to certification to teach art or music.]

Please see this [IMPORTANT INFORMATION FOR STUDENT TEACHING](#).

[Inclusive Childhood Education Major with Art Concentration](#)

BS (58 hours in core; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Art Concentration Requirements	Credits
Studio Foundation	
ART 131 Intro to Visual Arts	2
ART 241 2D Design	2
ART 242 3D Design	2
Art 211 Drawing I	2
Art History (Choose at least 3 courses from the following courses)	12
ART 132 Art and Architecture in Europe	
ART 231 Ancient Art History	
ART 232 Renaissance & Baroque Art History	
ART 235 African Art History	
ART 236 Asian Art History Survey	
ART 237 Modern & Contemporary Art History	
ART 314 Art & History of Film	
Studio Concentration (studio course work at or above 200 level)	12
Total in concentration	32

[Inclusive Childhood Education Major with Communication Concentration](#)

BS (58 hours in core; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Prerequisite	Credits
COMM 101 Presentational Speaking	2
Total	2
Core Courses	Credits
COMM 205 Intro to Communication Theory	4
Choose 2 of the following courses. If a schedule conflict should occur, substitutions may be made only with approval from the appropriate department chair(s).	
COMM 214 Intro to Mass Media	4
COMM 215 Interpersonal Communication	4
COMM 216 Organizational Communication	3
Core Total	11-12
Electives	Credits
Choose additional Communication elective courses with input from advisor(s). Pre-approved elective courses are listed below.	
COMM 244 Oral Performance of Literature	4
COMM 245 Theatre Arts	4
COMM 316 Advanced Presentational Speaking	2
COMM 318 Rhetorical Theory	4
COMM 319 American Public Address	4
COMM 330 Conflict Management	3

ART 314 The Art of History and Film	4
PSY 326 Family Systems Theory through Film	3
WRIT 214 Literary Non-Fiction	4
WRIT 304 Screenwriting	4
WRIT 312 Creative Writing in Public Life	4
Total	17-18
Other electives must be approved by the Chairs of the Communication and Education Departments.	
Total in concentration	30-32

[Inclusive Childhood Education Major with English Concentration](#)

BS (58 hours in core; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Prerequisite (Choose one course from the following courses)	Credits
WRIT 101 Writing in the Liberal Arts	4
ENGL 301 Critical Approaches to Literature	4
Total	4
Core Courses	Credits
Students should attempt to complete each of the core courses prescribed below. If a scheduling conflict should occur, substitutions may only be made with approval from the appropriate department chair(s).	
One ENGL course before 1800	3-4
One ENGL course after 1800	3-4
Major Author	4
Total	10-12
Electives	Credits
Select additional ENGL elective courses with input from advisor(s). ENGL 202 Literary Voices, EDUC 221 Children's Literature and EDUC 223 Adolescent Literature are also permissible electives for this concentration.	14-16
Total in concentration	30-32

[Inclusive Childhood Education Major with Humanities Concentration](#)

BS (58 hours in core; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Literature Courses	Credits
Choose two of the following:	
INTS 203 Literature & Wisdom (6 hours - 3 count for Literature)	3
INTS 203H Honors Literature and Wisdom (8 hours - 4 count for Literature)	4
ENGL xxx	3-4
ENGL xxx	3-4
Literature Total	7-8
Philosophy Courses	Credits
Choose two or three of the following:	
PHIL xxx	2 or 4
PHIL xxx	2 or 4
INTS 203 Literature & Wisdom (6 hours - 3 count for Philosophy)	3
INTS 203H Honors Literature & Wisdom (8 hours - 4 count for Philosophy)	4
PHIL 202 Metaphysics, Morality and Mind	4
PHIL 243 Ancient Philosophy	4
PHIL 244 Medieval Philosophy	4
PHIL 245 Early Modern Philosophy	4
PHIL 246 Late Modern & Contemporary Philosophy	4
Philosophy Total	7-8

History Courses (Courses must be numbered 200 or above)	Credits
HIST xxx	4
HIST xxx	4
History Total	8
Art or Music History (Choose one course from either category)	Credits
Art History	4
ART 132 Art & Architecture in Context in Europe	
ART 231 Ancient Art History	
ART 232 Renaissance & Baroque Art History	
ART 234 Art & Architecture in Europe	
ART 235 African Art History	
ART 237 Modern & Contemporary Art History	
ART 314 Art & History of Film	
Music History	3
MHS 222 Introduction to Film Music	
MHS 254 Music of World Cultures	
MHS 280 Music History and Literature II	
MHS 333 Music History and Literature III	
Art or Music History Total	3 or 4
Elective	Credits
Choose from either ENGL, PHIL or HIST (selected from options listed above).	2-5

Total in concentration	30-33
Note: Writing in the Liberal Arts (WILA) and Western Civilization do not count toward the Humanities concentration.	

[Inclusive Childhood Education Major with Intercultural Studies Concentration](#)

BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Core Courses	Credits
Students should attempt to complete each of the core courses prescribed below. If a scheduling conflict should occur, substitutions may only be made with approval from the appropriate department chair(s).	
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
Total	12-16
Electives	Credits
Select additional elective courses with input from advisor(s). Suitable electives are any Liberal Arts (LA) courses that could be counted towards the Intercultural Studies Major, including:	
Core courses in the Intercultural Studies major that are not included above in the core for the Intercultural Studies Concentration.	
Courses included in any of the Intercultural Studies Concentrations (International Development, Linguistics, Missions, Urban Studies, Spanish, TESOL)	
Other electives listed as suitable for the Intercultural Studies Major	
Total	14-20
Total in concentration	30-36

[Inclusive Childhood Education Major with Mathematics & Science Concentration](#)

BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Mathematics Courses	Credits
EDUC 114 Mathematical Concepts & Reasoning	4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
MATH 210 Introduction to Proofs	2
MATH elective(s)	0 - 4
Total	min. 14
Science Courses (Choose courses from at least two of the following areas)	Credits
Biology	
BIOL 103 Fundamentals of Biology	4
BIOL 105 Conservation Biology	4
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
BIOL 217 Human Anatomy & Physiology	4
Chemistry	
CHEM 121 Impact: Science on Society	3
CHEM 187 Intro to Nutrition (with optional lab)	3-4
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4

Earth Science/Physics	
ESCI 101 Physical Geology	3-4
ESCI 212 Environmental Earth Science	3-4
PHYS 102 General Astronomy	3-4
PHYS 130 How Things Work	4
PHYS 151 General Physics	4
PHYS 152 General Physics	4
Science Total	min. 14
Total in concentration	min. 30

Substitutions may be made under advisement and with the approval of the appropriate department chair(s).

[Inclusive Childhood Education Major with Mathematics Concentration](#)

BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Mathematics Courses	Credits
EDUC 114 Mathematical Concepts & Reasoning	4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
MATH 182 Calculus II	4
MATH 210 Introduction to Proofs	2
Total	14-18
Mathematics and Computer Science Electives	Credits
Choose courses from the following courses:	
CSCI 211 Programming I	4
CSCI 218 Programming II	4
MATH 2xx or above (Two 2-credit courses may be substituted for a 4-credit course.)	4
Total	12-16
Total in concentration	min. 30

[Inclusive Childhood Education Major with Music Concentration](#)

BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Required Courses	Credits
MUS 250 Music in Christian Perspective	2
Music Theory and Musicianship Studies - Take a minimum of 16 credits from the list of approved courses below. If you enter with beginning level competency (as assessed by the music faculty), begin the sequence with MTH 101. If you enter with demonstrated competency (as assessed by the music faculty), begin the sequence with MTH 226.	Credits
MTH 101 Music Fundamentals Review [includes Aural Skills]	3
MTH 102 Music Fundamentals Review [includes Aural Skills]	3
MTH 226 Music Theory and Aural Skills I	4
MTH 227 Music Theory II and Aural Skills II (MTH 228)	4
MTH 325 Music Theory III and Aural Skills III (MTH 326)	4
MTH 327 Music Theory IV and Aural Skills IV (MTH 328)	4
Theory Total	16-22
Music Literature, Stylistic, and Historical Studies - Take a minimum of 9 credits from this category.	Credits
MLT 211 Intro to Music and Listening	3
MHS 254 Music of World Cultures	3
MHS 280 Music History & Literature II	3
MHS 380 Music History & Literature III	3
Music History Total	9-12
Ensemble Participation - Minimum 4 semesters of participation in major ensemble with	Credits

or without credit (Credit does not count toward 30 credit minimum.)	
Ensemble Total	0-4
Electives (select in consultation with curriculum advisor)	Credits
MCHU 312 Recent Congregational Song	2
MCHU 451 Music and Worship	3
MLT 4xx Instrument/Vocal Literature	2
Total	3-5
Total in concentration	min. 30

[Inclusive Childhood Education Major with Science Concentration](#)

BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Students concentrating in science must select courses from at least three of the disciplines listed below. Students must take at least two courses from two of the chosen disciplines.

Biology	Credits
BIOL 103 Fundamentals of Biology	4
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
BIOL elective 105 or above	4
Note: BIOL 151 & 152 are prerequisites for most upper-level Biology courses.	
Biology Total	0-16
Earth Science	Credits
ESCI 101 Physical Geology	3-4
ESCI 212 Environmental Earth Science	3-4
ESCI elective above 102	4
Earth Science Total	0 - 12
Chemistry	Credits
CHEM 187, 188 Intro to Nutrition	3-4
CHEM 121 Impact: Science on Society	3
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4

Chemistry Total	0 - 15
Physics	Credits
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
PHYS 102 General Astronomy	3-4
PHYS 130 How Things Work	4
Physics Total	0 - 16
Total in concentration	min. 30

Substitutions may be made under advisement and with the approval of the appropriate department chair(s).

[Inclusive Childhood Education Major with Social Studies Concentration](#)

BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

History Courses	Credits
Any HIST course(s) meeting the IS Culture: History requirement	4
HIST elective, non-European, non-American History	4
HIST elective above 220	4
Any American History elective (Choose one course from the following courses):	4
HIST 126 New York State History	
HIST 220 American History Survey	
HIST 359 Colonial America, 1600-1788	
HIST 360 Early National Period, 1788-1850	
HIST 361 Civil War and Industrial America, 1850-1920	
HIST 362 Recent American History, 1920 to Present	
History Total	16
Political Science	Credits
Choose one of the following courses:	4
POLS 205 In Search of Justice	
POLS 220 The American Political System	
POLS 375 Immigration and Citizenship	
Political Science Total	4
Economics	Credits

ECON 210 or 211 Principles of Microeconomics or Principles of Macroeconomics	3
Economics Total	3
Social Science (Select two courses from the following options upon consultation with a curriculum advisor.)	Credits
PSY 213 Developmental Psychology (or another appropriate PSY elective with the approval of the appropriate department chairs)	3
ANTH 243 Cultural Anthropology	4
One ECON course numbered 211 or above	3
Any POLS course numbered 204 or above	4
Social Science Total	7-8
Total in concentration	min. 30

[Inclusive Childhood Education Major with Spanish Language, Culture & Linguistics Concentration](#)
BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Prerequisites	Credits
SPAN 101 Spanish Level 1	4
SPAN 102 Spanish Level 2	4
SPAN 205 Intermediate Spanish	4
Total	0 - 12
Note: Students entering Houghton College with demonstrated competency toward one or more of these courses will need to select additional Spanish electives to ensure they have earned a minimum of 30 credits. Credits transferred in will count toward the concentration.	
Core Courses	Credits
Students should attempt to complete each of the core courses prescribed below. If a scheduling conflict should occur, substitutions may only be made with approval from the appropriate department chair(s).	
SPAN 301 Spanish Communication	4
SPAN 305 Spanish Phonetics	4
Core Total	8
Electives	Credits
Select additional SPAN elective course(s) with input from your advisor(s).	10-22
Total in concentration	min. 30

Inclusive Childhood Education Major with TESOL (Teaching English to Speakers of Other Languages) Concentration

BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Language other than English	Credits
Total	12
Note: Students entering Houghton College with demonstrated competency in a language still must complete 12 hours of coursework in a language other than English to meet the requirement for this concentration. Non-native English speakers may demonstrate equivalent competency as determined by the World Languages Department and the Registrar/Academic Records office and will fulfill minimum credits toward the concentration through additional elective credits (listed below) chosen under advisement.	
Core Courses	Credits
LING 220 Introduction to Linguistics	4
LING 350 First and Second Language Acquisition	4
LING 351 Linguistics for TESOL	4
LING 370 Understanding English Grammar	4
LING 371 TESOL Methods: ELA	3
LING 372 TESOL Methods: Content Areas	3
Total	22
Total in concentration	34

Note: According to NYS teacher certification requirements (as of April 2011), ICE graduates who are granted an Initial Teaching Certificate from New York State and who have completed the coursework included in this concentration, achieving a grade of C or better in each course, may be able to receive initial ESOL certification through the Individual Evaluation for Additional Classroom Teaching Certificate pathway (<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>).

[Inclusive Childhood Education Major with Writing Concentration](#)

BS (58 hours; 4 co-requisite hours; min. 30 hours in concentration)

See the [Inclusive Childhood Education Major](#) for the major requirements.

Prerequisite (Choose one course from the following courses)	Credits
WRIT 101 Writing in the Liberal Arts	4
ENGL 301 Critical Approaches to Literature	4
Total	4
Note: Students entering Houghton College with writing competency will need to select additional writing electives to ensure that they have earned a minimum of 30 credits. Students transferring in credit will have those credits applied toward the concentration.	
Core Courses	Credits
Students should attempt to complete each of the core courses prescribed below. If a scheduling conflict should occur, substitutions may only be made with approval from the appropriate department chair(s).	
WRIT 214 Literary Non-Fiction	4
WRIT 215 Life Narratives	4
Total	8
Electives	Credits
Select additional ENGL/WRIT elective courses with input from advisor(s). ENGL 202 Literary Voices is an acceptable elective for this concentration.	
Total	18-20
Total in concentration	30-32

TESOL Major with a concentration in Culture, Language, and Linguistics

BS (52 hours in core; 32 hours in concentration)

This major prepares students to teach English to speakers of other languages at the elementary (grades PreK through 6) and the secondary level (grades 7 through 12). The major includes a minimum of 100 hours of field experience which must be completed prior to student teaching; that field experience is linked to education courses, including (but not limited to) the following: EDUC 114, 221, 235, 240, 326, and 327.

Major Requirements	Credits
EDUC 114 Mathematical Concepts and Reasoning	4
EDUC 202 Topics in Professionalism	0
EDUC 217 Education and American Culture	4
EDUC 219 Educational Psychology	4
EDUC 221 Children's Literature	4
EDUC 235 Educating Exceptional Learners	4
EDUC 240 Teaching in Urban America	2
EDUC 313 Language, Literacy and Curriculum Integration for Diverse Learners	4
EDUC 320 Curriculum and Assessment in Inclusive Classrooms	4
EDUC 326 TESOL Practicum I: Elementary	1
EDUC 326 TESOL Practicum II: Secondary	1
EDUC 371 TESOL Methods: ELA	3
EDUC 372 TESOL Methods: Content Areas	3
EDUC 422 TESOL Student Teaching: Elementary Level	6
EDUC 422 TESOL Student Teaching: Secondary Level	6
EDUC 485 Senior Capstone: Seminar on Reflective Teaching	2

Total	52
Total in major and concentration	84
<i>Students majoring in TESOL education must complete a concentration in Culture, Language and Linguistics.</i>	
Concentration Requirements	Credits
INCL/ANTH/SOC 243 Cultural Anthropology	4
LING 220 Introduction to Linguistics	4
LING 350 First and Second Language Acquisition	4
LING 351 Linguistics for TESOL	4
LING 370 Understanding English Grammar	4
Course work in one language other than English. **Required for all native English speakers. Non-native English speakers should consult with their advisor.	12
LING and/or INCL electives chosen under advisement (if needed)	0-12
Total in Major and Concentration	84

Please see this [IMPORTANT INFORMATION FOR STUDENT TEACHING](#)

Important Information about Student Teaching

Employment and Activities while Student Teaching:

The college seeks to provide each student with the greatest opportunity for success during student teaching. Students are expected to eliminate all employment during the student teaching semester. However, because students may have extenuating circumstances that necessitate exemption from this restriction, the Teacher Education Committee agrees that, under the following guidelines, a student may be permitted to work:

- The student has shown a history of responsible behavior with respect to course requirements and Department of Education guidelines.
- The student presents a written request stating his/her financial need and the anticipated work responsibilities, including days and hours (may not exceed 10 hours/week).
- The student can demonstrate that outside employment will not interfere with normal after-school responsibilities associated with the student teaching assignment.
- The student indicates willingness to abide by any restrictions concerning working that the Teacher Education Committee requires.

PLEASE NOTE: If outside employment hinders a student's teaching performance, the Teacher Education Committee reserves the right to require the student teacher to further limit or eliminate work hours. Failure to follow the appeal procedure may result in the student being removed from the field experience. Students may be members of intercollegiate teams and club sports only if they have received special approval from the Teacher Education Committee prior to placement. During the student teaching-related classes, students may not enroll in other college classes with the exception of EDUC 425, 485 or 496.

General Information

Admission to the path within the Houghton College Teacher Education area is by application, and continuation in this path requires meeting the standards outlined below. The Teacher Education Committee takes into account each candidate's prospects for successful completion of courses and field placement requirements in its decisions. Preparing to become a teacher involves more than academic preparation in the college classroom. Part of the process of becoming an effective educator includes cultivating professional behaviors, attitudes and dispositions that are expected of professionals in this field. To that end, prospective teacher education students must demonstrate acceptable evidence of professional dispositions for admittance into and continuation along this path.

To be recommended for teacher certification, students must earn a final course grade of C or higher in all EDUC, concentration and/or content major courses.

For admission to the teacher education area, a student must...

- Complete an application (completed in EDUC 202),
- Successfully complete the writing sample assessment,
- Present a cumulative GPA of at least 2.5,
- Demonstrate acceptable evidence of professional dispositions, and
- Receive formal approval from the Teacher Education Committee.

For entry into upper-level education courses (courses numbered 300 and higher), a student must...

- Have been admitted to the teacher education area,
- Have successfully completed specified 200-level course work in education (ADE majors must complete at least 8 hours of coursework from among EDUC 217, 219, 235 and 240; ICE majors must complete the following courses [14 hours]: EDUC 114, 219, 235 and 240; students in ALL teacher education strands (ADE, IAE, ICE, TESOL, Music Ed) must complete EDUC 202 Topics in Professionalism by the end of the sophomore year.),
- Present a cumulative GPA of at least 2.6,
- Demonstrate acceptable evidence of professional dispositions, and
- Receive formal approval from the Teacher Education Committee.

Note: Continuation in the second semester of the junior-level course sequence in each major is contingent upon successful completion of all requirements for coursework and field placements. To continue and be recommended for teacher certification (in any state), students must earn a grade of B- or better in each of their field placements.

To be approved for student teaching, a student must...

- Complete and submit the Application for Professional Field Semester by the end of the second week of the semester prior to the requested professional semester;
- Have successfully completed the junior-level course sequence appropriate to the major, including successful completion of all field placement requirements with a grade of B- or higher (see note above);

- Present a cumulative GPA of at least 2.7;
- Demonstrate acceptable evidence of professional disposition;
- Complete all state-mandated training sessions required for certification (completed in EDUC 202);
- Complete all of the required contact hours (varies according to strand); and
- Receive formal approval from the Teacher Education Committee.

Adolescence Education, Inclusive Adolescence Education or TESOL majors seeking approval for student teaching outside the United States must present a cumulative GPA of at least 2.8 and receive approval from the Teacher Education Committee before they will be permitted to apply for an international student teaching placement. Interested students should contact the student teaching coordinator one year prior to their intended student teaching semester to initiate this process. (Overseas student teaching placements are currently not available in the Inclusive Childhood Education major.)

Student Teaching Policy: Recognizing the importance of academic responsibility during teacher training and the challenges inherent in the teaching profession, the Teacher Education Committee has established a 2.7 cumulative GPA as one of the necessary requirements for approval to student teach. However, there are occasions when a student whose cumulative GPA is below the 2.7 shows reasonable potential for success in student teaching. When such a student is identified by his or her education department advisor and/or the student teacher coordinator, the student may prepare a letter of appeal (if his or her cumulative GPA is at least 2.65), and the case will be considered by the Teacher Education Committee.

Any student dismissed from the college for disciplinary reasons during the junior year or student teaching semester and subsequently readmitted must reapply to the Teacher Education Committee for acceptance for student teaching.

During the student teaching semester, students are not allowed to receive remuneration from the school for teaching services.

New York State Teacher Certification: Students completing Adolescence Education, Inclusive Adolescence Education, Inclusive Childhood Education, Music Education, or TESOL majors may apply for an Initial Teaching Certificate from New York State. In addition to completing the requirements for the major, applicants for New York State teacher certification must complete the required New York State Teacher Certification Examinations (NYSTCEs) appropriate to the desired teaching certificate(s). Information on the NYSTCEs and New York State teacher certification is available from the Education department office or from the New York State Education Department (www.nysed.gov). Information regarding the Music Education majors is available in the [Music Education section of this catalog](#). Teacher candidates are advised to contact Professor Martin Coates to ensure that they have accurate/current information regarding NYS certification requirements, including the new edTPA component. Those intending to teach in states other than New York are advised to familiarize themselves with the requirements of the state(s) in which they desire to be certified and to select courses accordingly. Further information about interstate reciprocity agreements may be obtained through the education department here at <http://www.highered.nysed.gov/tcert/certificate/levelcert.html> or <http://www.highered.nysed.gov/tcert/certificate/teachrecother.html>.

English

BA (40 hours in the major)

Required Courses	Credits
ENGL 301 Critical Approaches to Literature	4
One ENGL course before 1800	4
One ENGL course after 1800	4
ENGL 335/350 Major Author	4
ENGL 418 Senior Capstone: Seminar	4
Total	20
Choose one of the following options:	Credits
Option One: Literature Emphasis	
20 hours of ENGL and WRIT courses, up to 10 of which may be WRIT	
Total	20
Option Two: Writing Emphasis	
WRIT 214 Literary Non-Fiction	4
8 hours of ENGL and 8 hours of WRIT	16
Total	20
Total in major	40

History

History

BA (36 hours)

This major consists of 36 hours in any history course numbered 200 or above. All majors must take the Senior History Seminar (HIST 481). The remaining 32 hours are elective. Transfer students have to take at least half of their major at Houghton.

Required Course	Credits
HIST 481 Senior Capstone: Senior History Seminar	4
Elective Courses	Credits
Any HIST courses numbered 200 or above	32
Total in major	40

Augmented History

BA (39 hours + 44 hours for Adolescence Education Major); for certification at secondary level only

Required Courses	Credits
ECON 210 or 211 Principles of Microeconomics or Principles of Macroeconomics	3
HIST xxx American History	4, 4
HIST xxx European History	4, 4
HIST xxx Non-European, non-American History	4, 4
POLS 220 American Political System	4
Total	31
Plus 8 hours in either:	Credits
HIST xxx History elective	4
HIST 481 Senior Capstone: Senior History Seminar	4
Total	8
OR	
POLS xxx Political Science elective (must be 300 or 400 level)	4
POLS 480 Senior Capstone: Senior Politics Seminar	4
Total	8
Total in major (including Adolescence Education major)	83

Houghton in Buffalo AA Program
AA (61 hours)

This program is a fixed curriculum in the liberal arts taught in a cohort model with an area of focus in workplace readiness. At least 30 hours, including at least 18 of the last 24, must be from Houghton College.

Requirements	Credits
Writing	3
Biblical Literature	4
Introduction to Christianity	4
Music or Art History	3
History	4
Philosophy	3
Literature	3
Science (with Lab)	3
Mathematics	3
Psychology or Anthropology	3
Political Science	3
Communications	8
Economics	3
Capstone Seminar (on residential campus)	1
Total Integrative Studies Requirements	48
Area of Focus-Workplace Readiness	Credits
Introduction to Business	3

Computer Applications & Issues	3
Marketing Principles	3
Internship: Preparing Liberal Arts Students for Careers	4
Total Workplace Readiness Requirements	13
Total in major	61

Human Resource Management
BBA/BS (40 hours)

The Adult Education offerings provide a Human Resource Management major, which can be used toward the BBA or the BS.

For more information, contact Houghton College 1 Willard Ave. Houghton, NY 14744, call 888.777.2556, or visit [Online Programs](#).

Core Classes	Credits
PY 300 Adult Development	3
ID 200 Student Success Seminar	1
BU 300 Business Writing	3
BU 315 Work Team Dynamics	3
BU 400 Fundamentals of Management	3
ST 400 Statistics	3
SO 400 Diversity in the Workplace	3
PH 400 Personal and Professional Ethics	3
BU 430 Organizational Development	3
Major-Specific Courses:	Credits
BU 410 Human Resources Management	3
BU 310 Employment Law	3
BU 415 Staffing and Performance Management	3
BU 420 Employee Training and Development	3
BU 425 Managing Total Rewards: Compensation and Benefits	3
Total in major	40

Humanities

BA (34 - 45 hours)

The interdisciplinary major in Humanities consists of an equal emphasis on courses selected from the departments of history, literature and philosophy. The major encourages students to learn the methodologies of several disciplines, trace interrelationship among disciplines, and study common themes and issues from a variety of perspectives. Intensive and extensive study in the intellectual, social and aesthetic movements of Western culture culminates in a senior project in which the student has the opportunity to synthesize some of the developments that he or she studies.

Students majoring in Humanities often look toward careers in a wide variety of professional fields such as church-related ministry (pre-seminary), law, education (elementary, secondary or college), linguistics/translation, missions, medicine, business, finance, counseling, government service, public administration, journalism, library science, relief work or just about any other field of work. This major often appeals particularly to students with a broad range of intellectual interests and a desire to study widely as well as in depth. The major involves the departments of History and Political Science; English and Writing; World Languages and Literatures; Art; Music; and Biblical Studies, Theology and Philosophy.

Required Courses	Credits
Literature (One course may be in a modern foreign language.)	9-12
History	9-12
Philosophy	9-12
Art History or Music History	3-4
Elective (with consent of advisor)	3-4
Senior Capstone: Humanities Project	1
Total in major	34-45

Integrated Marketing and Communication
BBA/BS (37 hours)

The Adult Education offerings provide an Integrated Marketing and Communication major, which can be used toward the BBA or the BS.

For more information, contact Houghton College 1 Willard Ave. Houghton, NY 14744, call 888.777.2556, or visit [Online Programs](#).

Core Classes	Credits
PY 300 Adult Development	3
ID 200 Student Success Seminar	1
BU 300 Business Writing	3
BU 315 Work Team Dynamics	3
BU 400 Fundamentals of Management	3
ST 400 Statistics	3
SO 400 Diversity in the Workplace	3
PH 400 Personal and Professional Ethics	3
BU 430 Organizational Development	3
Major-Specific Courses:	Credits
CM 331 Marketing Principles	3
CM 342 Advertising Principles	3
CM 356 Marketing Research	3
CM 430 Integrated Marketing and Communication	3
Total in major	37

Intercultural Studies

BA (22 - 30 hours in core; either 6 - 8 hours of electives or one 16 - 20-hour concentration)

The concentration options include International Development, Linguistics, Missions, Spanish, TESOL and Urban Studies.

Required Courses	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
Conversation-level Language	0-4
INCL 346 Governance and Development, POLS 345 Community Organization and Development OR ANTH 315 Human Ecology	4
INCL 350 Culture Change, LING 312 Sociolinguistics OR INCL 442 Globalization & Islamization	4
INCL 482 Senior Capstone: Intercultural Seminar	2
Total	22-30
Electives (any course listed in the concentrations or listed but not taken as part of the core)	Credits
Students are expected to choose from the options to enrich their major. Courses should be chosen to supplement rather than coincide with concentrations.	
Art	
INCL/ART 238 Art and Music in Australia and New Zealand	4
Business and Economics	
BADM 313 International Business	3

ECON 212 International Economics	3
World Languages and Literatures	
Another 300+-level Foreign Language course	4
History and Political Science	
HIST 223 Latin American History	4
HIST 249 African History	4
HIST 251 East African History	4
HIST 355 East Asia: History and Politics	4
POLS 212 Social Science Research Methods	4
POLS 240 Comparing Nations	4
Greatbatch School of Music	
MHS 254 Music of World Cultures	3
Psychology and Sociology	
SOC 293 East African Cultures	3 or 4
INCL/PSY/SOC 329 Australia and New Zealand Culture through Film	4
SOC 330 Culture and Family	2
SOC 338 Religion, Faith and Society	2
SOC 361 Race, Gender and Environment	4
Social Science Methodology	
PSY/SOC 309 Statistics	3-4

Total	6-8
Total in major (not including prerequisites)	28-38

Intercultural Studies Major with International Development Concentration

BA (22 - 30 hours in major; 19 - 24 hours in concentration)

The International Development concentration equips students with the critical-analytical skills and contextual knowledge needed to understand and address practical problems of sustainable development anywhere in the world. The concentration is grounded in a Christian worldview and therefore pursues ideas and approaches to development that hold the promise of holistic transformation within communities and institutions while seeking to correct the injustices associated with poverty, oppression and inequality.

Major Requirements	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
Conversation-level Language	0-4
INCL 346 Governance and Development, POLS 345 Community Organization and Development OR ANTH 315 Human Ecology	4
INCL 350 Culture Change, LING 312 Sociolinguistics OR INCL 442 Globalization & Islamization	4
INCL 482 Senior Capstone: Intercultural Seminar	2
Total	22-30
International Development Concentration	Credits
INCL 338 Issues in Development	4
INCL 347 Development Communication and Grant Writing	4
POLS 212 Social Science Research Methods	4
POLS 345 Community Organization and Development	4

One optional course from the following courses:	Credits
ECON 210 Principles of Microeconomics OR ECON 211 Principles of Macroeconomics	3
INCL 345 Peacebuilding: Genocide and Religious Diversity (Go-Ed)	3
INCL 348 Foundations of Health Development	4
INCL 442 Globalization and Islamization	4
Total	19- 20
Total in major and concentration	41- 50

Intercultural Studies Major with Linguistics Concentration

BA (22 - 30 hours in major; 20 hours in concentration)

Linguistics courses are useful to anyone expecting to learn or work with languages. The Linguistics concentration seeks to train students to become global scholar-servants, offering opportunities for global scholarship and service in language development, documentation of "endangered" languages, literacy and service in Bible translation. The program, along with the Intercultural Studies core, prepares the student to work in the multicultural settings where these opportunities abound. Students become familiar with both the sound systems and grammatical structures of language to prepare them for comprehensive language analysis and documentation.

Major Requirements	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
Conversation-level Language	0-4
INCL 346 Governance and Development, POLS 345 Community Organization and Development OR ANTH 315 Human Ecology	4
INCL 350 Culture Change, LING 312 Sociolinguistics OR INCL 442 Globalization & Islamization	4
INCL 482 Senior Capstone: Intercultural Seminar	2
Total	22-30
Linguistics Concentration Requirements	Credits
LING 220 Introduction to Linguistics	4
LING 322 Phonetics	4
LING 323 Phonology I	4
LING 333 Grammar I	4

Choose one special interest course from the following:	Credits
LING 312 Sociolinguistics	4
LING 350 First and Second Language Acquisition	4
LING 351 Linguistics for TESOL	4
Total	20
Total in major and concentration	42-50

Intercultural Studies Major with Missions Concentration

BA (22 - 30 hours in major; 19 - 24 hours in concentration)

Major Requirements	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
Conversation-level Language	0-4
INCL 346 Governance and Development, POLS 345 Community Organization and Development OR ANTH 315 Human Ecology	4
INCL 350 Culture Change, LING 312 Sociolinguistics OR INCL 442 Globalization & Islamization	4
INCL 482 Senior Capstone: Intercultural Seminar	2
Total	22-30
Missions Concentration Requirements	Credits
MISS 241 History of the Global Christian Movement OR THEL 220 History of Christianity	4
MISS 242 Missions and the Global Church	4
MISS 243 Introduction to Missiological Foundations* OR MISS 341 Biblical and Theological Foundations of Missions	4
MISS 342 Contextualization in Missions	4
*If taking MISS 243, also take a Religion course focusing on major religions, such as Islam, Buddhism or traditional religions. May be on campus or through off-campus study approved through advising (e.g., a Go-Ed religion course).	3-4
One elective - under advisement, choose from:	

Any prefix MISS, LING, URMN, INCL or other 300-level or above course in the curriculum with permission.	3-4
Total	19-24
Total in major and concentration	41-54

Intercultural Studies Major with Spanish Concentration

BA (22 - 30 hours in major; 16 hours in concentration)

This concentration encourages students to progress in their fluency in Spanish. The Intercultural Studies department recognizes that the work we prepare students for must be done in the language of the people we serve. Spanish is vital for service within all of the Americas. Students start at a level beyond Introductory Spanish (currently SPAN 102), as determined by college credit or placement exam. Students are required to take Spanish courses focusing on communication skills as part of the concentration. Additional courses should focus on culture and history.

Major Requirements	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
Conversation-level Language (Students may start with Spanish 205. If placed higher, then Spanish 301 is the starting point for the concentration.)	0-4
INCL 346 Governance and Development, POLS 345 Community Organization and Development OR ANTH 315 Human Ecology	4
INCL 350 Culture Change, LING 312 Sociolinguistics OR INCL 442 Globalization & Islamization	4
INCL 482 Senior Capstone: Intercultural Seminar	2
Total	22-30
Spanish Concentration	
16 credit hours above the course taken to meet the Conversation Requirement of the core, courses selected through advising	
On-campus recommendations: SPAN 301 Spanish Communication SPAN 305 Spanish Phonetics	

Civilization and culture courses	
Advanced communication courses	
Total	16
Total in major and concentration	38-46

Intercultural Studies Major with TESOL Concentration

BA (22 – 30 hours in major; 16 - 17 hours in concentration)

Without a doubt, the role of the English language has been transformed in recent years. Its use in international politics and business, in science and technology, and in the media and higher education has earned it special status in over 70 countries worldwide. Nearly a quarter of the world's population speaks this language, and it is the most widely taught foreign language in the world. Consequently, there is a great demand for competent English teachers in almost every nation in the world, including the United States.

A TESOL concentration trains students to serve the international population around the world and within the United States, offering opportunities for cross-cultural service, even in countries that are closed to receiving missionaries. This is a practical key to opening the doors to our 21st-century world.

Major Requirements	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
Conversation-level Language	0-4
INCL 346 Governance and Development, POLS 345 Community Organization and Development OR ANTH 315 Human Ecology	4
INCL 350 Culture Change, LING 312 Sociolinguistics OR INCL 442 Globalization & Islamization	4
INCL 482 Senior Capstone: Intercultural Seminar	2
Total	22-30
TESOL Concentration Requirements	Credits
LING 220 Introduction to Linguistics	4
LING 350 First and Second Language Acquisition	4
LING 351 Linguistics for TESOL	4

LING 371 TESOL Methods: ELA	3
LING 373 TESOL Field Experience	1-2
Total	16-17
Total in major and concentration	38-47

Interdisciplinary Studies

BA/BS (33 - 52 hours)

This major is for students who wish to pursue a multidisciplinary study not already offered by the college. The major enables students to integrate two or more areas of study or pursue a topic that crosses the boundaries of multiple disciplines. Recipients of this degree will not be certified in any major field; the major on the transcript will be “Interdisciplinary Studies.”

Interested students must fill out an application (available on the [Registrar/Academic Records office website](#)) and create a proposal including a name for the course of study, a rationale for its cohesiveness and an explanation of how it meets the student’s educational or vocational goals. Applicants may not be on academic probation.

The application must be approved by the department chairs of the selected areas (in consultation with appropriate departmental faculty), the Registrar/Director of Registrar/Academic Records, the Director of Integrative Studies and the Office of the Dean of the College. The Office of the Dean of the College will report these approvals to the Academic Council, which will, in turn, report them to the faculty. Proposals will not be considered approved until this reporting is completed.

International Development

BA (31 - 36 hours)

Students majoring in International Development must complete one of the following as a companion major: Art, Biology, Business, Communication, Political Science, Sociology or Theology. Two minors may be substituted for the second major including minors in the approved major areas as well as Economics, Education, Linguistics, Management, Missions and Public Health.

Required Courses	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 338 Issues in Development	4
INCL 346 Governance and Development	4
POLS 212 Social Science Research Methods	4
INCL 312 Field Experience in Development	2-4
INCL 482 Senior Seminar or INCL 484 Integrative Senior Seminar	2 or 4
One course from the following:	
POLS 345 Community Organization and Development	4
SOC/ANTH 315 Human Ecology	4
INCL 347 Development Communication and Grant Writing	4
INCL 348 Foundations of Health Development	4
Study abroad course by advisor approval: Go-Ed course, Go-Ed economic development course, Special Topics: Relief and Humanitarian Affairs	3-4
Total in major	31-36

Leadership Development
BBA/BS (40 hours)

The Adult Education offerings provide a Leadership Development major, which can be used toward the BBA or the BS.

For more information, contact Houghton College 1 Willard Ave. Houghton, NY 14744, call 888.777.2556, or visit [Online Programs](#).

Core Classes	Credits
PY 300 Adult Development	3
ID 200 Student Success Seminar	1
BU 300 Business Writing	3
BU 315 Work Team Dynamics	3
BU 400 Fundamentals of Management	3
ST 400 Statistics	3
SO 400 Diversity in the Workplace	3
PH 400 Personal and Professional Ethics	3
BU 430 Organizational Development	3
Major-Specific Courses:	Credits
BU 320 Leadership Development	3
CM 210 Interpersonal Communication	3
PY 215 Social Psychology	3
PY 310 Conflict Management	3
BU 330 Leading Change	3
Total in major	40

Management

BBA/BS (37 hours in core)

The Adult Education offerings provide a Leadership Development major, which can be used toward the BBA or the BS.

For more information, contact Houghton College 1 Willard Ave. Houghton, NY 14744, call 888.777.2556, or visit [Online Programs](#).

Core Classes:	Credits
PY 300 Adult Development	3
ID 200 Student Success Seminar	1
BU 300 Business Writing	3
BU 315 Work Team Dynamics	3
BU 400 Fundamentals of Management	3
ST 400 Statistics	3
SO 400 Diversity in the Workplace	3
PH 400 Personal and Professional Ethics	3
BU 430 Organizational Development	3
Major-Specific Courses:	Credits
AC 400 Accounting and Finance for the Non-Financial Manager	3
BU 410 Human Resources Management	3
PY 310 Conflict Management	3
BU 325 Project Management	3
Total in major	37

Mathematics

BA (32 hours in major; 3 - 4 co-requisite hours; 4 - 8 prerequisite hours)

Prerequisite	Credits
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
Co-requisites	Credits
Choose cognate course(s) to equal 3-4 hours from Investment Management (BADM 407), Marketing Research (BADM 319), Corporate Finance (BADM 310), General Chemistry I (CHEM 151), Programming I (CSCI 211), Principles of Microeconomics (ECON 210), Principles of Macroeconomics (ECON 211), Intro to Linguistics (LING 220), any Music Theory course (MTH XXX), Logic and Critical Thinking (PHIL 222), History and Philosophy of Science (PHIL 360), General Physics I (PHYS 151), or Advanced Spanish Grammar and Composition (SPAN 350). Students are encouraged to select additional courses from the cognate list.	3-4
Required Courses	Credits
MATH 182 Calculus II	4
MATH 210 Introduction to Proofs	2
MATH 261 Linear Algebra	4
MATH 361 Abstract Algebra I	4
MATH 325 Real Analysis I	4
MATH 482 Senior Capstone: Mathematics Seminar	4
Mathematics electives* (above 210): At least 4 hours must be at 300 or 400 level	10
Total	32
Total in major (not including prerequisites)	35-36
Note	

Often, math majors will take more math courses than the preceding minimum requirement. This is strongly recommended for those planning to attend graduate school.	
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* It is highly recommended that teachers of math choose MATH 333 Probability and Statistics I and MATH 351 Modern Geometries.	
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Music

Music

BA (39 - 49 hours)

Course Requirements	Credits
INST 201-202 Applied Music (6 hours at or above INST 201 - 1 hour per semester for 6 semesters minimum)	6
MUS - Ensembles (each semester of residence, with or without credit)	0
MHS 230, 280, 380 Music History and Literature I-III (any 2)	6
MLT 211 Music & Listening: An Introduction	3
MUS 250 Music in Christian Perspective	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory	16
PIAN 101 Complete piano proficiency benchmarks 1-6	0-6
Electives in Music (211 or above)	6
Senior Capstone – recital, thesis, or internship	0-3
Total in major	39-48

Senior Capstone Requirement

As a culminating experience in the music major, the degree candidate shall...

- Prepare and successfully present a public performance of literature on the principal instrument, either as a solo half-recital or as a lecture-recital, with accompanying approved program notes;
- Prepare a paper or project examining some aspect of music, either alone or in relationship to another field of inquiry; or
- Participate in an internship appropriate to the major or majors chosen.

The BA degree in music can be combined with other curricula in a double major. Business administration, communication and psychology are combinations often selected. These combinations are valuable for those wishing to work in some aspect of the music industry. Suggested course sequences may be found on the [Greatbatch School of Music](#) website. An audition is required to establish an appropriate performance course level.

For those interested in full-time Christian service with music as a component, a double major with [Bible](#) is recommended. With this major, directed electives in church music should be chosen. An audition is required to establish an appropriate performance course level.

BA music majors must maintain membership in a major ensemble (see ensembles section) with or without credit. Choice of ensemble is made with the Greatbatch School of Music director's approval.

The recital attendance requirement for BA majors is 10 performances per semester for BA/BS and 14 for BMus every semester of residence.

Music Composition

BMus (67 - 81 hours)

The BMus degree in Music Composition provides a foundation for further study at the graduate level or the abilities to pursue a career in a number of fields, including but not limited to film-scoring, orchestrating and arranging, publishing, music administration, copyist work, worship leadership, and performance. Students will study a wide variety of musical styles and processes in the traditional Western canon in addition to 20th-century art music, jazz and commercial styles while developing their own compositional skills and artistic voice.

Students entering into the BMus in Music Composition will begin applied study in Music Composition at level 201 in the freshman year, taking two credits per semester in the freshman and sophomore years, then taking three credits per semester in the junior year and fall of the senior year, returning to two credits in the spring of their senior year and culminating in a Senior Capstone Recital.

The Senior Capstone Recital requirement for Compositional applied study is a full-hour recital of original compositions or a half-hour recital of original compositions in addition to an original work of significant length and form programmed on a separate performance. All performances occur in the senior year. The Senior Capstone Recital should include a varied selection of works with differing instrumentation and scope supported by an accompanying notated score and program notes for each presented piece. All programming decisions are to be approved by the student's applied instructor of composition. Students are required to have current versions of Finale or Sibelius notation software programs upon entering applied study in Music Composition.

Additionally, students entering into the BMus in Music Composition are expected to complete applied study in their principal instrument or voice in addition to their Compositional applied study. Students are expected to begin at level 201, taking two credits per semester and culminating in a Senior Recital. The Senior Recital requirement for instrumental or vocal applied study is a half-hour recital of repertoire designed in collaboration with the student's instrumental or vocal applied instructor, occurring in the senior year.

If the instrumental applied study area is not piano, BMus Music Composition students must complete six piano proficiency benchmarks with a minimum of four credit hours of study at or above PIAN 201 to meet the degree requirement.

All students enrolled in any music degree program at the Greatbatch School of Music at Houghton College are required to take the Music Theory Placement Test upon arriving on campus to begin their studies. Students needing additional experience and fluency in Music Theory and Musicianship may be required to enroll in the Music Fundamentals I and II (MTH 101 and 102) remedial track before entering the standard sequence of courses.

Course Requirements	Credits
COMP 201-402 Applied Composition	16
INST 201+ Applied Music (if piano, minimum 4 hours at or above PIAN 201; if other,	6 - 18

minimum 6 hours at or above 301)	
PERF 485 Senior Capstone: Senior Recital	0
MUS 229 Basic Conducting	2
MUS 329 Choral Conducting or MUS 430 Instrumental Conducting	2
MUS- Ensembles (with or without credit - 8 semesters)	0
MED 227 String Techniques	2
MED 240 Percussion Techniques	2
MED 241 Brass Techniques	2
MED 242 Woodwind Techniques	2
MHS 230-380 Music History and Literature I-III	9
MUS 250 Music in Christian Perspective	2
MUS 356 Vocal Pedagogy (Voice concentration only)	(2)
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory	16
Total	61-73
Advanced Coursework	Credits
At least one course chosen from MTH 458 Sixteenth Century Counterpoint, MTH 462 Form and Analysis OR MTH courses numbered 500 and above, with permission	3 or 6
If only one MTH prefix is chosen, the second advanced course may be MHS 490 Topics in Music History.	3 (if MTH credits are 3)
Advanced Coursework Total	6

Total in major	67 79	-
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Bachelor of Music - Senior Capstone Experience

As a culminating experience in any bachelor of music curriculum, the degree candidate shall successfully complete the senior capstone experience. Composition majors must prepare and successfully present a full senior composition recital as detailed earlier in this section.

Music Education (K-12)

Students pursuing Music Education majors must meet the entrance and graduation proficiency requirements cited under the [BMus Composition major](#).

Music education curricula prepare students for teaching music in grades PK-12. Entrance levels and graduation requirements vary for the four curricula as outlined below. These curricula meet all teacher certification requirements of the Board of Regents of the University of the State of New York.

Admission to the path within the Houghton College Teacher Education area is by application, and continuation in the program requires meeting the standards outlined below. The Teacher Education Committee takes into account each candidate's prospects for successful completion of courses and field placement requirements in its decisions. Preparing to become a music teacher involves more than academic preparation in the college classroom. Part of the process of becoming an effective music educator includes cultivating professional behaviors, attitudes and dispositions that are expected of professionals in this field. To that end, prospective teacher education students must demonstrate acceptable evidence of professional dispositions for admittance into and continuation along this path.

To be recommended for teacher certification, students must earn a final course grade of C or higher in all EDUC, concentration and/or content major courses.

For admission to the appropriate path within the Houghton College Teacher Education area, the student must...

- Complete an application (completed in EDUC 202),
- Receive formal sophomore review approval from the music faculty,
- Successfully complete the writing sample assessment,
- Present a cumulative GPA of at least 2.5,
- Demonstrate acceptable evidence of professional dispositions, and
- Receive formal approval from the Teacher Education Committee.

To be approved for music student teaching, a student must...

- Complete and submit the Application for Professional Field Semester by the end of the second week of the spring semester prior to the requested fall semester placements or the end of the second week of the fall semester prior to the requested spring semester placements;
- Have successfully completed all appropriate music education courses as outlined in the college catalog;
- Have completed MED 210 and 211 and 100 clock hours of observation in public or private schools;
- Have successfully completed all required professional education courses as follows: EDUC 217, 219 and 235;
- Present a cumulative GPA of at least 2.7;
- Demonstrate acceptable evidence of professional dispositions;
- Complete all state-mandated training sessions required for certification by the end of the sophomore year (completed in EDUC 202);

- Complete all of the required contact hours;
- Receive formal approval from the Teacher Education Committee; and
- Complete piano proficiency benchmarks I-VIII.

Music Education with Alternate Applied Concentration in Composition (MEI-C)

BMus (51 - 55 hours in music; 40 hours in professional education)

Course Requirements	Credits
INST 201+ Applied Music (minimum 9 hours at or above INST 401)	10
COMP 201-202 Applied Composition	6
MED 200 Vocal Methods (instrumental primaries only)	(1)
PERF 485 Senior Capstone: Senior Recital (Composition)	0
MUS 229 Basic Conducting	2
MUS 430 Instrumental Conducting	2
MUS- Ensembles (7 semesters, zero or 1 credit)	0
MUS 222, 223 or 224 Jazz Workshop	1
PIAN 101 - Complete Piano Proficiency Benchmarks 1-8 (instrumental concentration only)	(0-3)
MHS 230, 280, 380 Music History and Literature I, II, III	9
MUS 250 Music in Christian Perspective	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory*	16
Advanced theory course chosen from the following courses:	
MTH 458 Sixteenth Century Counterpoint, MTH 463 Form and Analysis OR MTH courses numbered 500 and above, with permission	3
Music Total	51-55
<p><i>* All students enrolled in any music degree program at the Greatbatch School of Music at Houghton College are required to take the Music Theory Placement Test upon arriving on campus to begin their studies. Students needing additional experience and fluency in Music Theory and Musicianship may be required to enroll in Music Fundamentals I and II (MTH 101 and 102) remedial track before entering the standard sequence of courses.</i></p>	

Required Professional Education Courses	Credits
EDUC 202 Topics in Professionalism	0
EDUC 219 Educational Psychology	4
EDUC 217 Education & American Culture	4
EDUC 235 Educating Exceptional Learners	4
MED 210 Field Experience in Music Education	2
MED 211 Workshop: Language Acquisition and Literacy Development	0
MED 227-242 Strings, Brass, Percussion, Woodwind Techniques	2,2,2,2
MED 351 Elementary School Methods	2
MED 354 Instrumental Methods	2
MED 405 Student Teaching	12
MED 419 Student Teaching Seminar	2
Professional Total	40
Total in major	91-95
As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. Music education majors prepare and present a solo half-recital as well as successfully complete music student teaching and its attendant seminar (MED 405, 419).	

Music Education with Alternate Applied Concentration in Composition (MEV-C)

BMus (53-67 hours in music courses; 40 hours in professional education courses)

Course Requirements	Credits
INST 201+ Applied music (minimum 9 hours at or above INST 401)	10
COMP 201-202 Applied Composition	6
VOIC 101 Voice (beyond voice proficiency - keyboard applied only)	(1)
PERF 485 Senior Capstone: Senior Recital (Composition)	0
MCHU 475 Service Playing, Piano (piano applied only)	(1)
MCHU 476 Service Playing, Organ (organ applied only)	(2)
MUS 229 Basic Conducting	2
MUS 329 Choral Conducting	2
MED 330 Keyboard Skills (keyboard applied only)	(2)
MUS - Ensembles (7 semesters, with or without credits)	0
MUS 353 Lyric Theatre	1
PIAN 101 - Compete Piano Proficiency Benchmarks 1-8 (voice applied only)	(0-6)
MHS 231-333 Music History and Literature I-III	3,3,3
MUS 219-220 Foreign Language Diction	1,1
MUS 250 Music in Christian Perspective	2
MUS 356 Vocal Pedagogy (voice applied only)	(2)
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory*	16
Advanced theory course chosen from the following courses:	

MTH 458 Sixteenth Century Counterpoint, MTH 463 Form and Analysis OR MTH courses numbered 500 and above, with permission	3
Total	53 - 63
<i>* All students enrolled in any music degree program at the Greatbatch School of Music at Houghton College are required to take the Music Theory Placement Test upon arriving on campus to begin their studies. Students needing additional experience and fluency in Music Theory and Musicianship may be required to enroll in Music Fundamentals I and II (MTH 101 and 102) remedial track before entering the standard sequence of courses.</i>	
Required Professional Education Courses	Credits
EDUC 202 Topics in Professionalism	0
EDUC 219 Educational Psychology	4
EDUC 217 Education & American Culture	4
EDUC 235 Educating Exceptional Learners	4
MED 210 Field Experience in Music Education	2
MED 211 Workshop: Language Acquisition and Literacy Development	0
MED 351 Elementary School Methods	2
MED 352 Secondary School Methods	2
MED 405 Student Teaching	12
MED 419 Student Teaching Seminar	2
MED 227-242 Strings, Brass, Percussion, Woodwind Techniques	2,2,2,2
Professional Total	40
Total in major (not including prerequisites)	93-103
As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. Music education majors	

prepare and present a solo half-recital as well as successfully complete music student teaching and its attendant seminar (MED 405, 419).	
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Music Education with Instrumental Emphasis (MEI)

BMus (52 - 58 hours in music courses; 40 hours in professional education)

Course Requirements	Credits
INST 201-402 Applied Concentration (minimum 9 hours at or above INST 401)	19
MED 200 Vocal Methods (instrumental primaries only)	(1)
PERF 485 Senior Capstone: Senior Recital	0
MUS 229 Basic Conducting	2
MUS 430 Instrumental Conducting	2
MUS - Ensembles (7 semesters, with or without credit)	0
MUS 222, 223 or 224 Jazz Workshop	1
PIAN 101 - Complete Piano Proficiency Benchmarks 1-8 (instrumental concentration only)	(0-6)
MHS 230, 280, 380 Music History and Literature I-III	9
MUS 250 Music in Christian Perspective	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory*	16
Music Total	51-58
<p><i>* All students enrolled in any music degree program at the Greatbatch School of Music at Houghton College are required to take the Music Theory Placement Test upon arriving on campus to begin their studies. Students needing additional experience and fluency in Music Theory and Musicianship may be required to enroll in Music Fundamentals I and II (MTH 101 and 102) remedial track before entering the standard sequence of courses.</i></p>	
Required Professional Education Courses	Credits
EDUC 202 Topics in Professionalism	0
EDUC 219 Educational Psychology	4

EDUC 217 Education & American Culture	4
EDUC 235 Educating Exceptional Learners	4
MED 210 Field Experience in Music Education	2
MED 211 Workshop: Language Acquisition and Literacy Development	0
MED 227-242 Strings, Brass, Percussion, Woodwind Techniques	2,2,2,2
MED 351 Elementary School Methods	2
MED 354 Instrumental Methods	2
MED 405 Student Teaching	12
MED 419 Student Teaching Seminar	2
Professional Total	40
Total in major	91-98
As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. Music education majors prepare and present a solo half-recital as well as successfully complete music student teaching and its attendant seminar (MED 405, 419).	

Music Education with Vocal Emphasis (MEV)

BMus (55 - 61 hours in music courses; 40 hours in professional education courses)

Course Requirements	Credits
INST 201-402 Applied Concentration (minimum 9 hours at or above INST 401)	19
PERF 485 Senior Capstone: Senior Recital	0
MUS 229 Basic Conducting	2
MUS 329 Choral Conducting	2
MUS - Ensembles (7 semesters, with or without credits)	0
MUS 353 Lyric Theatre	1
PIAN 101 - Complete Piano Proficiency Benchmarks 1-8 (voice applied only)	(0 - 6)
MHS 230, 280, 380 Music History and Literature I-III	9
MUS 219-220 Foreign Language Diction	1,1
MUS 250 Music in Christian Perspective	2
MUS 356 Vocal Pedagogy	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory*	16
Music Total	55-61
<p><i>* All students enrolled in any music degree program at the Greatbatch School of Music at Houghton College are required to take the Music Theory Placement Test upon arriving on campus to begin their studies. Students needing additional experience and fluency in Music Theory and Musicianship may be required to enroll in Music Fundamentals I and II (MTH 101 and 102) remedial track before entering the standard sequence of courses.</i></p>	
Required Professional Education Courses	Credits
EDUC 202 Topics in Professionalism	0

EDUC 219 Educational Psychology	4
EDUC 217 Education & American Culture	4
EDUC 235 Educating Exceptional Learners	4
MED 210 Field Experience in Music Education	2
MED 211 Workshop: Language Acquisition and Literacy Development	0
MED 351 Elementary School Methods	2
MED 352 Secondary School Methods	2
MED 405 Student Teaching	12
MED 419 Student Teaching Seminar	2
MED 227-242 Strings, Brass, Percussion, Woodwind Techniques	2,2,2,2
Professional Total	40
Total in major	93-101
As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. Music education majors prepare and present a solo half-recital as well as successfully complete music student teaching and its attendant seminar (MED 405, 419).	

Music Industry

BS (81 hours)

Houghton's music industry degree focuses on the most current business and industry practices, cutting-edge music recording and production techniques, and artistic and musical excellence.

Each student receives hands-on instruction starting the first day of classes using the latest equipment in our recording studios, multiple live concert venues and music technology lab.

Our hands-on approach, coupled with extensive classroom training, internships and professional mentorships, prepares students for a variety of careers in the ever-evolving global industry.

Prerequisites (if needed)	Credits
MTH 101, 102 Music Fundamentals I, II	3,3
Course Requirements	Credits
Music core (32):	
INST 201 - 202 Applied Music (6 hours at or above INST 201)	6
MUS - Ensembles (each semester of residence)	0
MHS 230, 280, 380 Music History and Literature I-III	9
MTH 220, 221, 227, 228, 325, 326 Theory and Musicianship	12
MLT 211 Music & Listening	3
MUS 250 Music in Christian Perspective	2
Music Industry Core (25):	
MUS 181 Practicum in Music Industry (required each semester, with or without credit, must take at least 1 credit)	1
MBCM 201 Intro to Music Technology and Recording Arts	3
MBCM 225 Survey of the Music Industry	3
MBCM 206 Introduction to Music Business	3
MBCM 215 Introduction to Music Publishing and Marketing	3

MHS 223 History of Commercial Music in the US (LA)	3
MBCM 320 Artist Management and Development	3
MBCM 415 Web Based Tools for the Music Industry and Worship Arts	3
MBCM 489 Senior Capstone - Music Industry Internship	3
Music Industry electives (complete at least 12 credits of the following):	
MBCM 220 Music Industry Seminar	2
MUS 207 Introduction to Pro Tools	3
MUS 208 Pro Tools Production 1	3
MBCM 315 Music Production Analysis	3
MBCM 408 Critical Listening and the Art of Mixing	3
MBCM 409 Sound Design and Processing for TV, Film And Video Games	3
MBCM 308 Recording and Studio Technique	3
MBCM 307 Advanced Music Production	3
MBCM 210 Introduction to Lighting and Design	3
MHS 222 Introduction to Film Music	3
PHYS 140 Physics of Music	2
Business Core (11):	
ECON 210 Principles of Microeconomics	3
BADM 202 Accounting and Finance for Non-Financial Managers	2
BADM 213 Business Law I	3

BADM 301 Business Communication	3
Total in major (not including prerequisites)	80

Music Performance

Performance curricula give initial preparation for careers as solo performers in concert, recording or church fields; as accompanists or private studio teachers; as professional ensemble members; as junior college or Bible school faculty; or as college teachers (after advanced study). Practical experience in teaching is desirable during junior/senior years. Highest level of performance is expected.

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Music Performance - Instruments: Brass, Guitar, Percussion, Strings, or Woodwinds
BMus (75 - 81 hours)

Course Requirements	Credits
INST 301-402 Major Applied Studies (minimum 16 hours at or above INST 401)	30
INST 101+ Applied minor in major family	4
PIAN 101 Complete Piano Proficiency Benchmarks 1-8	0 - 6
PERF 385 Junior Recital	0
PERF 485 Senior Capstone: Senior Recital	0
MUS 229 Basic Conducting	2
MUS 430 Instrumental Conducting	2
MUS - Ensembles (0 or 1 credit - 8 semesters)	0
MHS 230, 280, 330 Music History and Literature I-III	9
MLT 450, 451, 452 or 453 Instrumental Literature	2
MUS 250 Music in Christian Perspective	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship	16
Choose one of the following courses:	(2)
MED 227 String Techniques	2
MED 240 Percussion Techniques	2
MED 241 Brass Techniques	2
MED 242 Woodwind Techniques	2
Advanced Coursework: Choose at least one of the following MTH courses:	(6)

MTH 458 Sixteenth Century Counterpoint	3
MTH 462 Form and Analysis	3
MTH 466 Orchestration	3
MTH courses numbered 500 and above, with permission	3
MHS 490 Topics in Music History	3
Total in major (not including prerequisites)	75-81
As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. Performance majors prepare and successfully present two public performances of literature on the principal instrument: the junior-senior recital sequence MUS 385/485.	

Music Performance - Organ
BMus (76 hours)

Course Requirements	Credits
ORGN 301-402 (minimum 16 hours at or above ORGN 401)	30
PIAN 201-202 Piano (at or above PIAN 201)	5
PERF 385 Junior Recital	0
PERF 485 Senior Capstone: Senior Recital	0
MCHU 476 Service Playing, organ	2
MUS 229 Basic Conducting	2
MUS - Ensembles (with or without credit - 8 semesters)	0
MHS 230, 280, 380 Music History and Literature I-III	3,3,3
MLT 470 Organ Literature	2
MUS 250 Music in Christian Perspective	2
MUS 470 Organ Pedagogy	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship	16
Advanced Coursework: Choose at least one of the following MTH courses:	(6)
MTH 458 Sixteenth Century Counterpoint	3
MTH 462 Form and Analysis	3
MTH 466 Orchestration	3
MTH courses numbered 500 and above, with permission	3
MHS 490 Topics in Music History	3

Total in major (not including prerequisites)	76
As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. Performance majors prepare and successfully present two public performances of literature on the principal instrument: the junior-senior recital sequence MUS 385/485.	

Music Performance - Piano
BMus (76 hours)

Course Requirements	Credits
PIAN 301-402 (minimum 16 hours at or above PIAN 401)	30
INST 101-102 Applied music in minor family (organ strongly recommended)	6
PERF 385 Junior Recital	0
PERF 485 Senior Capstone: Senior Recital	0
MUS 229 Basic Conducting	2
MUS- Ensembles (with or without credit - 8 semesters)	0
MHS 230, 280, 380 Music History and Literature I-III	3,3,3
MLT 480 Piano Literature	2
MUS 250 Music in Christian Perspective	2
MUS 477 Piano Pedagogy	3
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship	16
Advanced Coursework: Choose at least one of the following MTH courses:	(6)
MTH 458 Sixteenth Century Counterpoint	3
MTH 462 Form and Analysis	3
MTH 466 Orchestration	3
MTH courses numbered 500 and above, with permission	3
MHS 490 Topics in Music History	3
Total in major	76

As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. Performance majors prepare and successfully present two public performances of literature on the principal instrument: the junior-senior recital sequence MUS 385/485.	
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Music Performance - Voice

BMus (71 - 77 hours)

The minimum requirement for Vocal Performance majors is 16 hours (or equivalent) of beginning language: one year each of French (FREN 101, 102) and German (GERM 101, 102).^{*} Vocal Performance majors may satisfy these requirements via placement exam, CLEP or AP exam.

^{*}Italian language may be substituted for either French or German in extraordinary circumstances. This action must be approved by the Coordinator of Vocal Studies in conjunction with the Dean of the Greatbatch School of Music.

Course Requirements	Credits
VOIC 301-402 Voice (minimum 16 hours at or above VOIC 401)	28
PIAN 101 Piano Proficiency Benchmarks	0-6
PERF 385 Junior Recital	0
PERF 485 Senior Capstone: Senior Recital	0
MLT 460 Vocal Literature	2
MUS- Ensembles (zero to 1 credit - 8 semesters)	0
MUS 229 Basic Conducting	2
MUS 329 Choral Conducting	2
MHS 230, 280, 380 Music History and Literature I-III	3,3,3
MUS 219-220 Foreign Language Diction	1,1
MUS 250 Music in Christian Perspective	2
MUS 219-220 Vocal Pedagogy	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship	16
Advanced Coursework: Choose at least one of the following MTH courses:	(6)
MTH 458 Sixteenth Century Counterpoint	3

MTH 462 Form and Analysis	3
MTH 466 Orchestration	3
MTH courses numbered 500 and above, with permission	3
If only one MTH prefix is chosen, the second advanced course may be MHS 490, Topics in Music History.	3
Total in major (not including prerequisites)	71-77
As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. Performance majors prepare and successfully present two public performances of literature on the principal instrument: the junior-senior recital sequence MUS 385/485.	

Music with Non-Music Elective Studies

BMus (60 hours in music; 18 - 33 hours in non-music electives)

This innovative, flexible curriculum provides an excellent option for musicians combining a passion for music with other interests and talents, providing the opportunity to combine in-depth with significant, focused work (18 hours minimum, up to 33 hours) in another discipline. The range of possibilities can be as creative as the interests and abilities of the student permit.

Course Requirements	Credits
INST 201-401 Major Applied Studies (minimum 3 hours at or above INST 401)	15
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
MUS - Ensembles (with or without credit - 8 semesters)	0
MHS 230, 280, 380 Music History and Literature I-III	9
PIAN 101 - Complete piano proficiency benchmarks 1-8	0-6
MTH 220, 221, 227, 228, 325, 326, 327, 328 Music Theory and Musicianship	16
Music electives	7-13
Music Capstone	0 - 3
Total (must equal 60)	60
Non-music elective studies (must include the minor in any discipline offering a minor) Minimum 18 hours in a discrete discipline	18-33
Total in major	78-93
As a culminating experience in any Bachelor of Music curriculum, the degree candidate shall successfully complete the senior capstone experience. The BMUS with Non-Music Elective Studies degree candidate shall...	
<ul style="list-style-type: none">• Prepare and successfully present a public performance of literature on the principal instrument, either as a solo half-recital or as a lecture-recital, with accompanying approved program notes;	

- | | |
|--|--|
| <ul style="list-style-type: none">• Prepare a paper or project examining some aspect of music, either alone or in relationship to another field of inquiry; or• Participate in an internship appropriate to the major or majors chosen. | |
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Philosophy

BA (33 hours)

Houghton philosophy majors are free to explore a wide range of questions, the answers to which strengthen the foundation of a person's worldview and assist him or her to think through the relationships of all branches of knowledge and practice within the Christian faith. Work within other disciplines rests on philosophical commitments regarding the ways we know, the nature of reality and basic human values (which is one reason all Houghton students are required to take at least one course in philosophy).

Philosophy courses at Houghton connect directly or indirectly with many other areas, such as law, medicine, the arts, theology, business and even the sciences. This, together with the fact that the study of philosophy significantly enhances basic intellectual skills (such as critical thinking, conceptual analysis, reading comprehension and writing), makes the study of philosophy excellent pre-professional training, whether you're thinking of a pursuing work in church-related ministry (pre-seminary), law, education (elementary, secondary, or college), missions, linguistics/translation, medicine, business, finance, counseling, government service, public administration, journalism, library science, relief work or just about any other field.

The Philosophy major at Houghton is compact and flexible, making it a good choice as a standalone or a second major. The [Philosophy minor](#) is also a great complement to work in other fields. In addition to courses on the history of ideas (from Plato to Postmodernism), logic and critical thinking, Houghton offers "bridge courses" that directly link the study of philosophy to other disciplines, such as Philosophy of Law, Introduction to Political Thought, Medical Ethics, History and Philosophy of Science, Aesthetics, and Reason and Religious Belief. A little additional coursework in areas outside philosophy, such as business, psychology or sociology, opens up the possibility of internships in a wide variety of settings.

History of Philosophy (at least two courses selected from the following)	Credits
PHIL 243 Ancient Philosophy	4
PHIL 244 Medieval Philosophy	4
PHIL 245 Early Modern Philosophy	4
PHIL 246 Late Modern & Contemporary Philosophy	4
Total	8
Other Required Courses	Credits
PHIL 222 Logic & Critical Thinking	4
PHIL 395 Philosophy Colloquium	1

Philosophy electives level 220 and above (6 hours must be at the 350 or higher level)	18
PHIL 495 Senior Capstone: Philosophy Colloquium	2
Total in major	33

Philosophy as a Second Major

BA (29 hours)

History of Philosophy (at least two courses selected from the following)	Credits
PHIL 243 Ancient Philosophy	4
PHIL 244 Medieval Philosophy	4
PHIL 245 Early Modern Philosophy	4
PHIL 246 Late Modern & Contemporary Philosophy	4
Total	8
Other Required Courses	Credits
Philosophy electives	14
PHIL 222 Logic & Critical Thinking	4
PHIL 395 Philosophy Colloquium	1
PHIL 495 Senior Capstone: Philosophy Colloquium	2
Total in major	29

Physics

Physics BA

BA (25 hours in core; 8 co-requisite hours; 12 - 16 prerequisite hours)

Prerequisites	Credits
PHYS 151 General Physics I	4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
MATH 182 Calculus II	4
Total	12-16
Co-requisites	Credits
MATH 241 Differential Equations	4
MATH 225 Multivariate Calculus	4
Total	8
Required Courses	Credits
PHYS 152 General Physics II	4
PHYS 251 Mechanics I	4
PHYS 212 Modern Physics	2
PHYS 275/276 Experimental Physics Lab	1, 1
PHYS 355 Thermal Physics	4
PHYS 353 Electricity and Magnetism I	4
PHYS 482 Senior Capstone: Physics Seminar	1
Additional 4 hours in PHYS courses above 200 level	4
Total	25

Total in major (not including prerequisites)	33
Additional Recommended Supporting Courses	Credits
CHEM 151, 152 General Chemistry I, II	4, 4
CSCI 211 Programming I	4
PHIL 360 History and Philosophy of Science	4
STEM 317 Career Seminar	1

Physics BS

BS (36 hours in core; 12 co-requisite hours; 16 - 20 prerequisite hours)

Prerequisites	Credits
PHYS 151, 152 General Physics I, II	4, 4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
MATH 182 Calculus II	4
Total	16-20
Co-requisites	Credits
MATH 241 Differential Equations	4
MATH 225 Multivariate Calculus	4
CHEM 151 General Chemistry I	4
Total	12
Required Courses	
PHYS 251 Mechanics I	4
PHYS 3512 Mechanics II	4
PHYS 212 Modern Physics	2
PHYS 275/276 Experimental Physics Lab	1, 1
PHYS 355 Thermal Physics	4
PHYS 356 Quantum Mechanics	4
PHYS 353 Electricity and Magnetism I	4
PHYS 354 Electricity and Magnetism II	4

PHYS 471, 472 Physics Project Lab	1, 1
PHYS 482 Senior Capstone: Physics Seminar	1
STEM 371 Career Seminar	1
Additional 4 hours in PHYS courses above 200 level	4
Total	36
Total in major (not including prerequisites)	48
Additional Recommended Supporting Courses	
MATH 261 Linear Algebra	4
CHEM 152 General Chemistry II	4
CSCI 211 Programming I	4
CSCI 236 Data Structures and Algorithms	4
PHIL 360 History and Philosophy of Science	4

Applied Physics (with Engineering emphasis)

BS (36 hours in core; 12 co-requisite hours; 16 - 20 prerequisite hours)

Prerequisites	Credits
PHYS 151, 152 General Physics I, II	4, 4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
MATH 182 Calculus II	4
Total	16-20
Co-requisites	Credits
MATH 241 Differential Equations	4
MATH 225 Multivariate Calculus	4
CHEM 151 General Chemistry I OR CSCI 211 Programming I	4
Total	12
Required Courses	Credits
PHYS 215 Statics & Engineering Design	4
PHYS 251 Mechanics I	4
PHYS 258 Analog Electronics	4
PHYS 259 Digital Electronics	4
PHYS 212 Modern Physics	2
PHYS 275/276 Experimental Physics Lab	1, 1
PHYS 353 Electricity and Magnetism I	4
PHYS 355 Thermal Physics	4

PHYS 471, 472 Physics Project Lab	1, 1
PHYS 482 Senior Capstone: Physics Seminar	1
STEM 371 Career Seminar	1
One advanced theory course selected from the following:	4
PHYS 352 Mechanics II	4
PHYS 354 Electricity and Magnetism II	4
PHYS 356 Quantum Mechanics	4
Total	36
Total in major (not including prerequisites)	48
Additional Recommended Supporting Courses	Credits
PHYS 260 Optics	4
CHEM 152 General Chemistry II	4
ECON 210 Microeconomics	3
BADM 303 Entrepreneurship	3

Political Science

Political Science

BA (35 - 36 hours)

Required Core Courses	Credits
POLS 212 Social Science Research Methods	4
POLS 220 The American Political System	4
POLS 230 Introduction to International Relations OR POLS 437 International Law	4
POLS 260 Introduction to Political Thought	4
POLS 480 Senior Capstone: Politics Seminar	4
Total	20
Political Science Electives	Credits
Political Science electives (Up to 4 credits may be fulfilled through an internship.)	15*-16
Total in major	35-36

Students will be encouraged to complete a broad liberal arts education, especially including exposure to the other social sciences (economics, sociology, psychology and cultural anthropology) as well as history, philosophy, ethics, logic and critical thinking.

*If a student takes a Mayterm course worth only three credit hours, he or she may complete the major with only 15 hours of elective credit and 35 hours total.

Political Science with Public Law & Policy Concentration

BA (35 - 36 hours in core; 16 hours in concentration)

Major Requirements	Credits
POLS 212 Social Science Research Methods	4
POLS 220 The American Political System	4
POLS 230 Introduction to International Relations OR POLS 437 International Law	4
POLS 260 Introduction to Political Thought	4
POLS 480 Senior Capstone: Politics Seminar	4
Total	20
Political Science Electives	Credits
Political Science electives (Up to 4 credits may be fulfilled through an internship.)	15*-16
Total	35-36
*If a student takes a Mayterm course worth only 3 credit hours, he or she may complete the major with only 15 hours of elective credit and 35 hours total.	
Public Law & Policy Concentration	Credits
POLS 270 Introduction to Public Policy	4
Electives (choose 3 courses from following list)	Credits
POLS/PHIL 322 Philosophy of Law	4
POLS 328 Governing Urban Communities	4
POLS 346 Governance and Development	4
POLS 375 Immigration and Citizenship	4
POLS 427 Constitutional Law I	4

POLS 428 Constitutional Law II	4
POLS 429 Religion and the Constitution	4
POLS 437 International Law and Organization	4
Concentration Total	16
Total in major and concentration (not including prerequisites)	51-52

Psychology

Statistics (BADM/PSY 309) and Experimental Methods (PSY 310) should be taken in fairly close sequence during the sophomore and junior years. The Statistics class also meets the Quantitative Literacy competency requirement in mathematics for Integrative Studies. Students desiring to participate in the City Semester internship in Buffalo should plan to work closely with their advisor to complete the appropriate series of courses prior to placement.

* An honors research focus requires an honors-enhanced class in each of the three tracks, two semesters of collaborative research and a senior honors project.

Psychology - General

BA (36 hours in core; 3 co-requisite hours)

Co-Requisite	Credits
PSY 111 Introduction to Psychology	3
Core	
BADM/PSY 309 Statistics	4
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4
PSY 480 Senior Capstone Seminar	3
Total	15
General Psychology Track	Credits
One developmental course from the following:	
PSY 213 Developmental Psychology	3
PSY 217 Adolescence and Emerging Adulthood	3
PSY 230 Lifespan Development of the Family	3
PSY 321 Adult Development and Aging	3
One social course from the following:	
PSY 218 Social Psychology	3
PSY 337 Social Cognition	3
One clinical course from the following:	
PSY 301 Psychology of Personality	3

PSY 305 Abnormal Psychology	3
PSY 314 Child Psychopathology	3
One integrative issues course from the following:	
PSY 306 Psychology of Religion	3
PSY 401 History and Systems of Psychology	3
One neuroscience course from the following:	
PSY 335 Drugs and Behavior	3
PSY 336 Cognitive Neuroscience	3
PSY 451 Learning and the Brain	3
Psychology electives to total 36 credits (beyond PSY 111)	6
Total in major (including prerequisite)	39

*This general psychology track will be available online.

Psychology – Clinical/Counseling

BA (36 hours in core; 3 co-requisite hours)

Co-Requisite	Credits
PSY 111 Introduction to Psychology	3
Core	
BADM/PSY 309 Statistics	4
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4
PSY 480 Senior Capstone Seminar	3
Total	15
Clinical/Counseling Track	Credits
Developmental Psychology (PSY 213, 217, 230 or 231)	3
PSY 305 Abnormal Psychology OR PSY 314 Child Psychopathology	3
PSY 301 Psychology of Personality OR PSY 306 Psychology of Religion	3
PSY 325 Human Sexuality OR PSY 335 Drugs and Behavior	3
PSY 402 Counseling and Psychotherapy	3
PSY 415 Internship	2-6
Total	17-21
Psychology electives to total 36 credits (beyond PSY 111)	0-4
Total in major (including prerequisite)	39

Psychology – Social/Developmental

BA (36 hours in core; 3 co-requisite hours)

Co-Requisite	Credits
PSY 111 Introduction to Psychology	3
Core	
BADM/PSY 309 Statistics	4
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4
PSY 480 Senior Capstone Seminar	3
Total	15
Social/Developmental Track	Credits
PSY 213 Developmental Psychology	3
PSY 218 Social Psychology	3
PSY 337 Social Cognition	3
PSY 217 Adolescence & Emerging Adulthood OR PSY 230 Lifespan Development of the Family	3
PSY 314 Child Psychopathology OR PSY 325 Human Sexuality	3
PSY 301 Psychology of Personality OR PSY 306 Psychology of Religion	3
Total	18
Psychology electives to total 36 credits (beyond PSY 111)	3
Total in major (including prerequisite)	39

Psychology - Neuroscience

BA (36 hours in core; 3 co-requisite hours)

Co-Requisite	Credits
PSY 111 Introduction to Psychology	3
Core	
BADM/PSY 309 Statistics	4
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4
PSY 480 Senior Capstone Seminar	3
Total	15
Neuroscience Track	Credits
PSY 325 Human Sexuality	3
PSY 335 Drugs and Behavior	3
PSY 336 Cognitive Neuroscience	3
Collaborative research project	3
PSY 301 Psychology of Personality OR PSY 306 Psychology of Religion	3
Total	15
Psychology electives to total 36 credits (beyond PSY 111)	6
Total in major (including prerequisite)	39

Recreation: Equestrian Option

The Recreation: Equestrian options give a solid foundation for students preparing to enter the equestrian venue as professionals in teaching, training, facility management and related careers. Through academically rigorous courses and expert instruction on top-class school master horses, students are equipped with a broad base of knowledge in classical horsemanship. Classes encompass theory and philosophy, riding, the teaching of riding and care of the horse. In-depth studies, opportunities to study with world-class clinicians, and riding in competitions cultivate Christ-like character in students, enabling them to become effective scholar-servants.

Recreation: Equestrian Option - Management Track

BS (30 - 32 hours in core; 12 co-requisite hours)

Co-requisites	Credits
BADM 45 Spreadsheet Competency	0
ACCT 211 Financial Accounting	3
BADM 212 Principles of Management	3
BADM 303 Entrepreneurship	3
BADM 314 Human Resources Management	3
Total	12
Core Requirements	Credits
SRWM 221 Principles of Sport, Recreation and Wellness Management	4
SRWM 300 Program Planning and Evaluation	4
SRWM 475 Professional Development	1
SRWM 489 Internship/Field Placement	3-5
Certification: WFR or Advanced WFA	
Total	12-14
Theory Requirements	Credits
EQST 222 Equestrian Pedagogy Methods	2
EQST 224 CHA Riding Instructor Certification	1
EQST 230 Basic Western Riding	2
EQST 276 Dressage	2
EQST 329 Equine Science	2

EQST 330 Equine Facility Management	2
EQST 337 Adventure Trails	2
REC 227 Outdoor Leadership Training	3
Choose 2 credits of electives from the following courses	
EQST 226 Foundations of Equine-Assisted Therapy	2
EQST 235 CHA-IRD	1
EQST 240 Teaching Riding in Bolivia	2
EQST 323 Eventing	2
EQST 324 Principles of Training	2
EQST 325 Jumping I	2
EQST 326 Jumping II	2
EQST 327 Mini Prix Equitation	2
EQST 334 Competition Dressage	2
EQST 336 Methods & Materials of Equine-Assisted Therapies	2
EQST 421 Musical Freestyle Dressage	2
EQST xxx Independent Study	1-2
EQST xxx Special Topics	1-2
Total Theory Requirements	18
Total in major (including prerequisites)	42-44

Recreation: Equestrian Option - Performance Track

BS (33-35 hours in core; 10 co-requisite hours)

Co-requisites	Credits
BADM 45 Spreadsheet Competency	0
ACCT 211 Financial Accounting	3
BADM 212 Principles of Management	3
EDUC 219 Educational Psychology	4
Total	10
Core Requirements	Credits
SRWM 221 Principles of Sport, Recreation, and Wellness Management	4
SRWM 300 Program Planning and Evaluation	4
SRWM 475 Professional Development	1
SRWM 489 Internship/Field Placement	3-5
Certification in CPR and First Aid or WFR or WFA	
Total	12-14
Theory Requirements	Credits
EQST 222 Equestrian Pedagogy Methods	2
EQST 224 CHA Riding Instructor Certification	1
EQST 276 Dressage	2
EQST 323 Eventing	2
EQST 324 Principles of Training	2
EQST 325 Jumping I	2

EQST 328 Horse Show Judging	2
EQST 329 Equine Science	2
EQST 330 Equine Facility Management	2
Choose 4 credits from the following courses	
EQST 226 Foundations of Equine-Assisted Therapies	2
EQST 230 Basic Western Riding	2
EQST 235 CHA-IRD	1
EQST 240 Teaching Riding in Bolivia	2
EQST 326 Jumping II	2
EQST 327 Mini Prix Equitation	2
EQST 334 Competition Dressage	2
EQST 336 Methods & Materials of Equine-Assisted Therapies	2
EQST 337 Adventure Trails	2
EQST xxx Independent Study	2
EQST xxx Special Topics	2
Total Theory Requirements	21
Total in major (including prerequisites)	43-45

Spanish

BA (34 credit hours)

Prerequisites (These may be met through placement testing or previous work.)	Credits
SPAN 101 Spanish Level 1	4
SPAN 102 Spanish Level 2	4
SPAN 205 Intermediate Spanish	4
Total	12
Co-requisite	Credits
INCL 211 Intercultural Transition	0-1
Total	0-1
Required Core Courses	Credits
SPAN 301 Spanish Communication	4
SPAN 305 Spanish Phonetics	4
SPAN 350 Advanced Spanish Grammar and Composition	4
SPAN 405 Civilization and Culture of Latin America	2
SPAN 406 Civilization and Culture of Spain	2
SPAN 485 Senior Seminar: Spanish	2
Total	18
Open Options	Credits
Must take at least one course in Latin-American Literature from the following:	
SPAN 412 Latin American Human Rights Narratives	4
SPAN 415 Evita and Her Sisters: Women in Latin American Lit	4

SPAN 418 Latin American Boom Literature	4
SPAN 423 Masterpieces of Latin-American Literature	4
Must take at least one course in Spanish Peninsular Literature from the following:	
SPAN 401 Survey of Spanish Literature	4
SPAN 402 Spanish Literature and Film	4
SPAN 416 Eve and Mary in Spanish Literature	4
SPAN 417 Female Voice in Spanish Literature	4
Other Open Options	
SPAN 207/346 Aspects of Costa Rica Mayterm	4
SPAN 312 The Latino in the U.S.	4
SPAN 391 Spanish Independent Study	1-4
SPAN 410 Advanced Conversation: Film and Culture	4
SPAN 414 Faith and Society in Latin America	4
SPAN 481 Spanish Internship	1-4
SPAN 496 Honors in Spanish	4
Study abroad electives	1-4
Total Open Options	16
Total in major (not including prerequisites)	34

Students are required to take a semester off campus in a Spanish-speaking country. The location and courses will need to be approved by your academic advisor.

Sport, Recreation and Wellness Management

BS (36 - 43 hours in major; 6-7 hours pre/co-requisites; 14-16 hours in required minor)

The Sport, Recreation and Wellness Management major prepares professionals for managerial positions in the sport, recreation and wellness industry. Its mission is the development of a community of learners whose engagement in the integration of theory, practice and personal growth is central to their training for service as professionals in administrative roles related to intercollegiate and interscholastic sports, sport/fitness clubs, sports/athletics equipment merchandising, public, private and commercial recreation programs, and intramural and recreational sports.

Prerequisites	Credits
BADM 45 Spreadsheet Competency	0
ECON 210 or 211 Principles of Micro or Macroeconomics (LA)	3
PSY/BADM 309 Statistics (LA)	3-4
Total	6-7
Core	Credits
*SRWM 221 Principles of Sport, Recreation and Wellness Management	4
BADM 212 Principles of Management	3
BADM 218 Marketing Principles	3
BADM 301 Business Communication	3
BADM 303 Entrepreneurship	3
BADM 202 Accounting & Finance for Non-Financial Managers	2
BADM 314 Human Resource Management	3
Business elective	4
*SRWM 300 Program Planning & Evaluation	4
PHED 308/REC 203/REC 315 CPR/FA course	2-4
*SRWM 475 Professional Development	1

*SRWM 486, 487, 488 or Practicums I, II, III or Internship	0-5
BADM 481 Senior Capstone: Business Strategy & Policy	4
Total in major (not including prerequisites)	36-43

Minor (required - must be from pre-approved list or approval from the SRW Chair)

[Equestrian Studies](#)

[Health Promotion and Fitness](#)

[Pre-Athletic Training](#)

[Public Health](#)

[Recreation](#)

[Athletic Administration & Sports Management](#)

[Sports Ministry](#)

Theology

Theology

BA/BS (30 hours)

The comprehensive major in Theology is provided for those who want a liberal arts degree with a maximum of biblical and theological studies. This curriculum is generally accepted for entrance into seminary or other graduate institutions and is satisfactory for students going into missionary work that requires a liberal arts degree.

Specific Requirements	Credits
THEL 313 Systematic Theology (required for Wesleyan ordination)	4
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	4
THEL 220 History of Christianity (required for Wesleyan ordination)	4
THEL 320 Spiritual Formation (required for Wesleyan ordination)	4
REL 482 Senior Capstone: Seminar in Theology	2
Total Core	18
Bible Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	4
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
Total	8
Choose two from the following:	Credits
REL 222 New Religious Movements I	2
REL 232 New Religious Movements II	2
REL 221 Hinduism and Buddhism	2
REL 225 Taoism and Confucianism	2

REL 231 Judaism	2
THEL 230 Building Shalom: Justice, Love, and the Christian Life	2
THEL 232 Poverty, Wealth, and the Christian Gospel	2
Total	4
Total in major	30

Students electing the comprehensive major in Theology must satisfy all normal Integrative Studies requirements. Students are strongly encouraged to satisfy Integrative Studies language requirements by taking one of the Biblical languages (Greek or Hebrew). A curriculum plan for this major is available through the Department of Biblical Studies, Theology and Philosophy.

Theology as Second Major

BA/BS (24 hours)

Theology Core Requirements	Credits
THEL 313 Systematic Theology (required for Wesleyan ordination)	4
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	4
THEL 220 History of Christianity (required for Wesleyan ordination)	4
THEL 320 Spiritual Formation (required for Wesleyan ordination)	4
THEL 482 Senior Capstone: Seminar in Theology	2
Total	18
Electives	Credits
Theology or Religion electives (210 or above)	6
Total in major (not including prerequisites)	24

Theology with Missions & Intercultural Studies Concentration

BA/BS (30 hours in core; 16 - 20 hours in concentration)

Specific Requirements	Credits
THEL 313 Systematic Theology (required for Wesleyan ordination)	4
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	4
THEL 220 History of Christianity (required for Wesleyan ordination)	4
THEL 320 Spiritual Formation (required for Wesleyan ordination)	4
REL 482 Senior Capstone: Seminar in Theology	2
Total	18
Bible Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	4
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
Total	8
Choose two from the following:	Credits
REL 222 New Religious Movements I	2
REL 232 New Religious Movements II	2
REL 221 Hinduism and Buddhism	2
REL 225 Taoism and Confucianism	2
REL 231 Judaism	2
THEL 230 Building Shalom: Justice, Love and the Christian Life	2
THEL 232 Poverty, Wealth and the Christian Gospel	2

Total	4
Missions & Intercultural Studies Concentration	Credits
INCL/ANTH 310 Intercultural Competencies	4
INCL/ANTH/SOC 243 Cultural Anthropology	4
MISS 341 Biblical and Theological Foundations of Missions	4
MISS 222 The Contemporary Church in Missions	4
Cross-cultural experience	0-4
Total	16-20
Total in major and concentration	46-50

Students electing the comprehensive major in Theology must satisfy all normal Integrative Studies requirements. Students are strongly encouraged to satisfy Integrative Studies language requirements by taking one of the Biblical languages (Greek or Hebrew). A curriculum plan for this major is available through the Department of Biblical Studies, Theology and Philosophy.

Theology with Music and Worship Ministries

BA/BS (30 hours in core; 20 - 23 hours in concentration)

Specific Requirements	Credits
THEL 313 Systematic Theology (required for Wesleyan ordination)	4
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	4
THEL 220 History of Christianity (required for Wesleyan ordination)	4
THEL 320 Spiritual Formation (required for Wesleyan ordination)	4
REL 482 Senior Capstone: Seminar in Theology	2
Total Core	18
Bible Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	4
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
Total	8
Choose two from the following:	Credits
REL 222 New Religious Movements I	2
REL 232 New Religious Movements II	2
REL 221 Hinduism and Buddhism	2
REL 225 Taoism and Confucianism	2
REL 231 Judaism	2
THEL 230 Building Shalom: Justice, Love and the Christian Life	2
THEL 232 Poverty, Wealth and the Christian Gospel	2

Total	4
Music and Worship Ministries Concentration	Credits
MCHU 311 Historical Congregational Song	2
MCHU 312 Recent Congregational Song	2
MCHU 451 Music and Worship	3
MIN 210 Introduction to Christian Ministries	3
MIN 316 Worship in the Church	3
WRIT 311 Poetry, Liturgy and Worship	4
MIN 410 Ministerial Field Education	3-6
Total in major and concentration	50-53

Students electing the comprehensive major in Theology must satisfy all normal Integrative Studies requirements. Students are strongly encouraged to satisfy Integrative Studies language requirements by taking one of the Biblical languages (Greek or Hebrew). A curriculum plan for this major is available through the Department of Biblical Studies, Theology and Philosophy.

Theology with Pastoral Ministries Concentration

BA/BS (30 hours in core; 21 - 24 hours in concentration)

The Pastoral Ministries Concentration is combined with the major in Theology (30 hours) with a 21-24-hour pastoral ministries concentration. This curriculum is a four-year terminal program designed to prepare students for pastoral ministry service. This curriculum is structured so that all academic requirements for ministerial ordination in The Wesleyan Church can be fulfilled. Students interested in Wesleyan ordination should consult the Biblical Studies, Theology and Philosophy department chair or the director of ministerial education for particular course requirements. This program will also contribute to the ordination requirements of other denominations.

Specific Requirements	Credits
THEL 313 Systematic Theology (required for Wesleyan ordination)	4
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	4
THEL 220 History of Christianity (required for Wesleyan ordination)	4
THEL 320 Spiritual Formation (required for Wesleyan ordination)	4
REL 482 Senior Capstone: Seminar in Theology	2
Total Core	18
Bible Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	4
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
Total	8
Choose two from the following:	Credits
REL 222 New Religious Movements I	2
REL 232 New Religious Movements II	2
REL 221 Hinduism and Buddhism	2

REL 225 Taoism and Confucianism	2
REL 231 Judaism	2
THEL 230 Building Shalom: Justice, Love and the Christian Life	2
THEL 232 Poverty, Wealth and the Christian Gospel	2
Total	4
Pastoral Ministries Concentration	Credits
CRFM 231 Foundations of Educational Ministry	2
MIN 210 Introduction to Christian Ministries	3
MIN 316 Worship in the Church	3
MIN 317 Leadership in the Church	3
MIN 324 Principles of Expository Preaching	4
THEL 315 Wesleyan Tradition	3
MIN 410 Ministerial Field Education	3-6
Total	21-24
Total in major and concentration	51-54

Students electing the comprehensive major in Theology must satisfy all normal Integrative Studies requirements. Students are strongly encouraged to satisfy Integrative Studies language requirements by taking one of the Biblical languages (Greek or Hebrew). A curriculum plan for this major is available through the Department of Biblical Studies, Theology and Philosophy.

Theology with Sports Ministry Concentration

BA/BS (30 hours in core; 19 - 22 hours in concentration)

Specific Requirements	Credits
THEL 313 Systematic Theology (required for Wesleyan ordination)	4
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	4
THEL 220 History of Christianity (required for Wesleyan ordination)	4
THEL 320 Spiritual Formation (required for Wesleyan ordination)	4
REL 482 Senior Capstone: Seminar in Theology	2
Total	18
Bible Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	4
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
Total	8
Choose two from the following:	Credits
REL 222 New Religious Movements I	2
REL 232 New Religious Movements II	2
REL 221 Hinduism and Buddhism	2
REL 225 Taoism and Confucianism	2
REL 231 Judaism	2
THEL 230 Building Shalom: Justice, Love and the Christian Life	2
THEL 232 Poverty, Wealth and the Christian Gospel	2

Total	4
Sports Ministry Concentration	Credits
CRFM 325 Bible Study and Teaching Methods	3
CRFM 227 Sports Ministry: The Integration of Faith and Sport	3
CRFM 275 Methods of Administration of Sports Ministry	3
MIN 210 Introduction to Christian Ministries	3
CRFM 341, 342 Theological Exploration: Youth Culture I & II	2,2
MIN 410 Ministerial Field Education	3-6
Total	19-22
Total in major and concentration (not including prerequisites)	49-52

Students electing the comprehensive major in Theology must satisfy all normal Integrative Studies requirements. Students are strongly encouraged to satisfy Integrative Studies language requirements by taking one of the Biblical languages (Greek or Hebrew). A curriculum plan for this major is available through the Department of Biblical Studies, Theology and Philosophy.

Theology with Youth Ministry Concentration

BA/BS (30 hours in core; 20 - 23 hours in concentration)

Specific Requirements	Credits
THEL 313 Systematic Theology (required for Wesleyan ordination)	4
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	4
THEL 220 History of Christianity (required for Wesleyan ordination)	4
THEL 320 Spiritual Formation (required for Wesleyan ordination)	4
REL 482 Senior Capstone: Seminar in Theology	2
Total Core	18
Bible Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	4
BIBL 355 Biblical Theology I	2
BIBL 356 Biblical Theology II	2
Total	8
Choose two from the following:	Credits
REL 222 New Religious Movements I	2
REL 232 New Religious Movements II	2
REL 221 Hinduism and Buddhism	2
REL 225 Taoism and Confucianism	2
REL 231 Judaism	2
THEL 230 Building Shalom: Justice, Love and the Christian Life	2
THEL 232 Poverty, Wealth and the Christian Gospel	2

Total	4
Youth Ministries Concentration	Credits
CRFM 350 Foundations of Youth Ministry	2
CRFM 332 Christian Formation of Youth	2
MIN 210 Introduction to Christian Ministries	3
PSY 217 Adolescence and Emerging Adulthood	3
PSY 231 Adult Development and Aging	3
CRFM 341, 342 Theological Exploration: Youth Culture I & II OR THEL 300 Christianity & Post-Modernism	(2, 2) or (4)
MIN 410 Ministerial Field Education	3-6
Total	20-23
Total in major and concentration (not including prerequisites)	50-53

Students electing the comprehensive major in Theology must satisfy all normal Integrative Studies requirements. Students are strongly encouraged to satisfy Integrative Studies language requirements by taking one of the Biblical languages (Greek or Hebrew). A curriculum plan for this major is available through the Department of Biblical Studies, Theology and Philosophy.

Writing

BA/BS (36 hours in major)

Required Courses	Credits
ENGL courses numbered 216 and above	12
WRIT 214 Literary Non-Fiction	4
WRIT 401 Workshop	4
Additional WRIT courses	16
Total in major (not including prerequisites)	36

EDUC 221 may be used by majors in Inclusive Childhood Education to count for the Writing major.

Pre-Professional Preparation

4 + 1 Accelerated MBA

Five Years, Two Degrees.

Houghton has established agreements with selected graduate schools whereby qualified students who have earned a BS degree in business can accelerate their MBA degree. Students can waive certain MBA foundation courses, allowing them to complete an MBA in one year. Depending on the school, a grade of B or better in the designated undergraduate courses is needed to waive graduate-level coursework. The courses must also be no older than five years upon matriculation into the MBA degree. Students can consult with their advisor to obtain information about the courses to select and specific requirements of each graduate program.

Houghton currently has 4+1 agreements with Alfred University, Clarkson University, Niagara University, Rochester Institute of Technology and St. Bonaventure University.

Pre-Art Therapy

Combined art and psychology offering

Faculty Advisor: Paul Young

Students interested in art therapy as a career may prepare for graduate study in the field by either majoring in Art with a structured minor in Psychology or by majoring in Psychology with a structured minor in Art. Either path will enable the student to fulfill the undergraduate requirements for graduate school admission and the guidelines of the American Art Therapy Association.

Art Major option: The American Art Therapy Association requires a minimum of 12 semester hours in psychology, including Developmental Psychology and Abnormal Psychology. Some graduate programs recommend additional undergraduate psychology coursework. Students majoring in Art should take the following courses for at least a minor in Psychology.

Psychology Courses to be Taken with Art Major	Credits
PSY 213 Developmental Psychology	3
PSY 305 Abnormal Psychology	3
At least two more courses selected from the following in consultation with Dr. Young	
PSY 217 Adolescence and Emerging Adulthood	3
PSY 310 Experimental Methods (with a prerequisite of BADM/PSY 309 Statistics)	4
PSY 314 Child Psychopathology	3
PSY 402 Counseling and Psychotherapy	3
Psychology Total	min. 12

Psychology Major option: The American Art Therapy Association requires a minimum of 18 semester hours in studio art so that the student can “demonstrate proficiency and disciplined commitment in art making...using a variety of art materials and processes.” Students majoring in Psychology should take the Applied/Pre-Therapy track, including a practicum in an Art therapy setting. They should also take at least 18 credits in studio art classes to cover a variety of media, such as the following, selected in consultation with their advisor.

Art Courses to be Taken with Psychology Major	Credits
ART 271 Ceramics I	4
ART 241 Two-Dimensional Design	2
ART 242 Three-Dimensional Design	2
ART 211 Drawing I	2
ART 245 Graphic Design I	4
ART 221 Painting I	4
Art Total	min. 18

In addition to the options outlined above, a student interested in Art Therapy could complete a double major in art and psychology. Such students should consult with Professor Young about appropriate selection of courses.

Pre-Law Interest

Faculty Advisors: Peter C. Meilaender, Ron J. Oakerson

From the Mosaic law of the Pentateuch and the pugnacious speeches of the courts of Athens, the practice and study of law have roots deep in Western history. Today, law continues to play a critical role in helping the dynamic world of the 21st century function effectively. Politics, economics, technology—in an increasingly globalized world, every aspect of human culture is enmeshed in a web of national and international legal institutions. Indeed, few fields so deeply combine theory and practice as does the law, opening diverse avenues for applying the tools of the intellect to the problems of society.

Houghton's emphasis on the liberal arts provides a broad range of study as well as specific skills in critical thinking, reading comprehension, research, and oral and written communication. Organizations such as the American Bar Association (www.abanet.org) and the Law School Admissions Council (www.lsac.org) recommend precisely this sort of preparation for students planning to attend law school.

The study of pre-law is built around a personal, individualized relationship with one of the college's pre-law advisors. Students considering law school come from all majors and minors; no particular major is required. The pre-law advisors work with each student to develop a study that complements his or her chosen major by emphasizing the development of analytical thinking; habits of thoroughness, intellectual curiosity and scholarship; and the ability to organize data and communicate results. We recommend a balanced selection of courses drawn from areas such as logic and critical thinking; communication, public speaking, debate and writing; American history and politics; philosophy and ethics; mathematics and accounting; and economics, sociology or other social sciences. These recommendations directly reflect law school admissions expectations.

The pre-law advisors also encourage students to consider additional forms of relevant preparation, such as internships in local law offices or opportunities for research and field experience. They work closely with VOCA on matters such as LSAT preparation and the law school application process. Those interested in pre-law also sponsor various events, including the college's annual Constitution Day celebration and an associated reading group; excursions to law offices, courtrooms or regional points of interest; and visits with members of Houghton's extensive network of alumni attorneys. Students are also encouraged to join the Runnymede Society, Houghton's student pre-law society. Founded in 2010, the Runnymede Society sponsors a range of events devoted to helping students prepare for law school and promoting campus discussion about issues of law and public affairs.

In addition to attending law school, pre-law students discover a range of callings, including graduate work in political science, philosophy or business as well as careers in law-related fields such as criminal justice, sociology, development and journalism. The preparation required for success in law school translates well to many professions.

Pre-Medical Interest

Allopathic (awarding an M.D.) and osteopathic (awarding a D.O.) medical schools are very competitive, receiving far more applications each year than the limited number of available openings. Admission committees seek well-rounded individuals with outstanding academic achievement at the undergraduate level. Ensuring these two qualities is vital if an applicant is to receive serious consideration for admission.

Students interested in pursuing medical training in graduate school should begin early seeking out opportunities to demonstrate a commitment to community service and to gain practical experience in the medical field. An example of the opportunities offered at Houghton College for students to gain such experiences in the context of elective coursework includes a semester-long course in Medical Ethics (which offers a service learning experience in a health-related venue).

The two academic benchmarks used by medical schools in screening applicants are the Medical School Application Test (MCAT) and college GPA. Strong performance in both of these is necessary in order to maximize one's chance of being accepted to medical school. Students considering medical school should expect to work diligently from the very beginning of their college experience in order to assure their best preparation for the MCAT. The MCAT is usually taken during the spring of the junior year to support an application for medical school matriculation in the fall following college graduation. Thus, those who intend to follow this timeline for application to medical school should complete the courses needed for MCAT preparation (one year of General Biology, one year of General Chemistry followed by one year of Organic Chemistry, and one semester of Calculus followed by one year of Physics) by the end of their junior year. For specific course information, please refer to the descriptions for these courses in the [Course Listing](#) section of this catalog.

For further information about preparing for medical school, contact [Dr. Jamie Potter](#).

Pre-Nursing Interest

Prerequisites for institutions offering Bachelor of Science in Nursing (BSN), accelerated BSN, Master of Science in Nursing (MSN) or accelerated MSN degrees can vary widely. Students must investigate those requirements.

Nursing is one of the largest and fastest-growing professions in our nation. Typical paths to registered nursing include completion of a BSN degree or, for clinical nurse specialists, nurse anesthetists, nurse-midwives and nurse practitioners, an MSN degree. Houghton students interested in nursing typically pursue one of three paths: a) enroll in an accelerated BSN degree after completion of a BA or BS in another field at Houghton College, b) enroll in an accelerated MSN degree after completion of a BA or BS in another field at Houghton College or c) transfer to a BSN degree following completion of two years at Houghton College.

Most students interested in pursuing nursing major in biology or chemistry, though many other majors are possible. Where a student takes a major other than biology or chemistry, the prerequisite science, psychology and math courses must be included.

An advantage to studying at Houghton College prior to pursuing the nursing degree is the availability of Intercultural Studies courses. These classes, including those related to public health, prepare students for global service opportunities in missions, NGOs, public health organizations and educational institutions. For further information, contact [Dr. Jamie Potter](#).

The prerequisites for BSN, accelerated BSN, MSN and accelerated MSN degrees can vary widely. It is therefore highly recommended that the student interested in pursuing nursing following Houghton work with Dr. Jamie Potter during their first and second years at Houghton College to review the specific requirements at selected colleges and universities.

Students planning on transferring to a BSN or accelerated BSN program typically complete the following courses:

Typical Course Requirements	Credits
BIOL 217 and BIOL 218 Human Anatomy and Physiology	4, 4
CHEM 151 and CHEM 152 General Chemistry	4, 4
BIOL 242 Microbiology	4
CHEM 187 and CHEM 188 Nutrition	4
PSY 307 and PSY 308 OR PSY 309 OR MATH 131 Statistics	3 or 4
PSY 213 Developmental Psychology	3

Other courses that may be required by specific BSN or accelerated nursing degrees (either BSN or MSN) include Introduction to Psychology, Pathophysiology, Theology/Religious Studies, Medical Ethics, Human Growth and Development, Sociology, and Pharmacology.

Pre-Nursing Interest with Intercultural Studies

Additional Intercultural Studies courses with pre-nursing courses

Students interested in the nursing profession in global service careers may want to consider taking the following courses in Intercultural Studies in addition to the courses suggested for those interested in pursuing nursing following their work at Houghton.

Typical Course Requirements	Credits
BIOL 217 and BIOL 218 Human Anatomy and Physiology	4, 4
CHEM 151 and CHEM 152 General Chemistry	4, 4
BIOL 242 Microbiology	4
CHEM 187 and CHEM 188 Nutrition	4
PSY 307 and PSY 308 OR PSY 309 OR MATH 131 Statistics	3 or 4
PSY 213 Developmental Psychology	3
Intercultural Studies Courses	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
Note: Completion of these four Intercultural Studies courses would constitute a minor in Intercultural Studies.	
Other helpful courses for students interested in nursing and missions or related international careers	Credits
INCL 348 Foundations of Health Development	4
MISS 241 History of the Global Christian Movement	4

MISS 242 Missions and the Global Church	4
MISS 341 Biblical and Theological Foundations of Mission	4
Various Bible Courses	
Note: Completion of these four courses would constitute a minor in Missions.	

Pre-Physical Therapy

Taken with the BA in Biology (30 hours in core; 20 - 24 co-requisite hours; 8 prerequisite hours; 14.5 - 16 hours in minor)

Prerequisites	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Total	8
Co-requisites	Credits
CHEM 151/152 General Chemistry I and II	4, 4
PHYS 151/152 General Physics I and II	4, 4
MATH 181 Calculus I OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
Total	20-24
Required Major Courses	Credits
BIOL 217, 218 Human Anatomy and Physiology I & II	4, 4
BIOL 251 Genetics	4
BIOL 482 Senior Capstone: Senior Seminar	2
PHED 330 Physiology of Exercise	4
PHED 341 Kinesiology	4
BIOL xxx electives	8
Total	30
Pre-physical Therapy/Athletic Training Minor Courses	Credits
PHED 243 Prevention, Assessment, & Management of Lower Extremity Injuries	3

PHED 245 Prevention, Assessment, & Management of Upper Extremity Injuries	3
PHED 308 First Aid and Safety OR PHED 108 First Aid/CPR/AED	2 or 0.5
PHED 347 Therapeutic Modalities	2
PHED 348 Therapeutic Exercise Management of Injuries	2
PHED 281 Pre-PT Field Experience I	2
PHED 381 Pre-PT Field Experience II	2
Total	14.5-16
Total in major and minor	72.5-79

Pre-physical Therapy: A pre-physical therapy track is available for students who are interested in pursuing graduate studies in physical therapy. A number of courses in physical education/athletic training are required for this track. For further information on the pre-physical therapy program, contact [Dr. Aaron Sullivan](#).

Pre-Seminary Interest

Consult the Area Associate Dean of Biblical Studies, Theology and Philosophy: [Michael Walters](#)

For those who expect to attend seminary after college, The Association of Theological Schools offers the following guidelines:

- Students should develop to a satisfactory degree their ability to think independently, to communicate effectively and to do research.
- Students should possess a general knowledge of past and present culture through study in the humanities and the natural and social sciences.
- The biblical languages are useful tools to acquire in the pre-seminary period. Latin may be helpful, especially in some traditions. Modern languages such as German, French and Spanish are also valuable.

Pre-Veterinary Medicine Interest

Houghton provides a broad education while offering those courses specified by veterinary medical colleges for admission. Veterinary colleges stress the desirability of a well-rounded post-secondary education. They accept students without regard to their pre-professional majors and sometimes after three years or 90 hours of credit. However, most applicants major in biology or chemistry and, on average, have more than 100 hours of pre-professional training. Because there are relatively few veterinary colleges, the number of students accepted each year into veterinary curricula is small. Therefore, excellence of academic achievement and personal character as well as familiarity with the profession are necessary for admission. For further information, contact [Dr. Aaron Sullivan](#).

Minors (alphabetical)

Accounting

18 hours / Business and Economics

Required Courses	Credits
ACCT 211 Financial Accounting	3
ACCT 212 Managerial Accounting	3
ACCT 311 Intermediate Accounting I	3
ACCT 312 Intermediate Accounting II	3
Accounting electives	6
Total	18
*see note on Spreadsheet Competency	

Applied Music

16 hours / The Greatbatch School of Music

Sixteen hours in one performance area (minimum eight hours at or above level 201 and one year in an appropriate ensemble), normally consisting of 14 hours of applied study and two hours of ensemble. A hearing is required to establish appropriate placement of study. Limited enrollment in some areas based on teacher availability.

Instrumental and Vocal Requirements: voice, violin, viola, violoncello, double bass, guitar, trumpet, French horn, trombone, euphonium, tuba, Credits flute, oboe, clarinet, saxophone, bassoon, percussion

14 hours of applied music	14
2 hours of ensemble	2
Total	16

Piano Requirements	Credits
14 hours of piano	14
2 hours of ensemble	2
Total	16

Organ Requirements	Credits
14 hours of organ	14
2 hours of ensemble	2
Total	16

Keyboard	Credits
14 hours of piano and organ combined	14
2 hours of ensemble	2

Total 16

Art

14 hours / Art

14 hours in art

Athletic Administration & Sports Management

14 hours / Physical and Health Education

Required Courses

Credits

PHED 314 Organization & Management of PE & Athletics (S, odd)	4
PHED 306 Principles of Coaching & Sports Management	2
PHED 315 Psychosocial Aspects of PE and Sport (F, odd)	2
PHED 313 Sports Marketing and Communication (S, even)	2

Electives - Choose one of the following:

BADM 213 Business Law	3
BADM 320 Leadership Development	3
Total	14

The physical education minor with a focus in athletic training is composed of the courses listed above. This minor is designed to enhance the student's skills in preventing, evaluating and treating various athletic injuries; however, it does not lead to certification in athletic training.

Bible

12 hours / Biblical Studies, Theology and Philosophy

12 hours in Bible, numbered 200 or above.

Biology

12 hours / Biology

12 hours above BIOL 151, 152

Business Administration

14 hours / Business and Economics

Required Courses	Credits
ECON 201 Introduction to Economics	2
ACCT 211 Financial Accounting	3
BADM 212 Principles of Management	3
Business courses numbered 200 or above (<i>except BADM 307, 308 and 309</i>)	6
Total	14

*see note on [Spreadsheet Competency](#)

Chemistry

12 hours / Chemistry

The minor in chemistry consists of any three 4-hour CHEM courses (total of 12 hours) at or above the 200 level.

(Biochemistry I [CHEM 332] and Biochemistry Laboratory I [CHEM 334] together count as a four-hour course.)

Communication

14-16 hours / Communication

Required Courses	Credits
COMM 205 Intro to Communication Theory	4
Three additional courses with COMM prefix	10-12
Total	14-16

Computer Science

16 hours / Physics, Computer Science and Engineering

Required Courses	Credits
CSCI 211 Programming I	4
CSCI 218 Programming II	4
CSCI 226 Computer Architecture	4

CSCI 236 Data Structures and Algorithms	4
Total	16

Elective Music

16 hours / The Greatbatch School of Music

The Elective Minor in Music is a special 16-hour concentration of selected courses developed to meet the student's individual interests as approved by the director of the Greatbatch School of Music. It may include some applied and/or ensemble work but requires a minimum of eight credits of coursework other than applied lessons or ensembles. The course of study agreed upon by the student and department is placed on file in the Registrar/Academic Records office.

Data Science

14-16 Hours / Physics, Computer Science and Engineering

Required Courses	Credits
DSCI 211 Data Science I	4
DSCI 212 Data Science II	4
Choose two of the following. At least one must be in programming or statistics.	
CSCI 211 Programming I	4
CSCI 218 Programming II	4
BADM/PSY 309 Statistics	3,4
COMM 232 Introduction to Web Communication	4
ART/COMM 224 Time, Motion and Communication	4
ART 245 Graphic Design I	4
COMM 314 New Media and Society	4
An approved Special Topics course	2-4

Economics

14 hours / Business and Economics

Required Courses	Credits
ECON 201 Introduction to Economics	2
ECON 210 Principles of Microeconomics	3

ECON 211 Principles of Macroeconomics	3
Additional hours from ECON courses numbered 200 or above	8
Total	14

*see note on [Spreadsheet Competency](#)

This minor aims to develop a student's ability to think clearly about economic cause and effect and to apply economic theories, models, concepts and analytical methods to real-world problems with a view toward equipping them to serve in fields such as management, finance, international relations, government, law, education and history. Economics courses at Houghton intentionally consider a Christian worldview and its interaction with economic concepts, methods and policies.

Economic theory provides essential background for careers in business, law, politics, teaching, and all areas of private and public administration.

Education

14-16 Hours | Education

Required Courses	Credits
EDUC 219 Educational Psychology	4
EDUC 217 Education & American Culture	4
Required courses total	8

Electives - Choose at least two of the following courses in consultation with an Credits Education Department faculty member.

EDUC 114 Mathematical Concepts and Reasoning	4
EDUC 221 Children's Literature	4
EDUC 223 Adolescent Literature	4
EDUC 235 Educating Exceptional Learners	4
EDUC 240 Teaching in Urban America	2
Elective Total	6 or 8

An education minor may be chosen by students who wish to broaden their understanding of the educational process yet are not seeking certification.

English

16 Hours | English and Writing

Requirements	Credits
ENGL 301 Critical Approaches to Literature	4

Other (ENGL) literature courses	12
Total	16

Equestrian Studies

14 Hours | Sport, Recreation & Wellness

Requirements	Credits
EQST 329 Equine Science	2
EQST 330 Equine Facility Management	2
EQST 222 Equestrian Pedagogy Methods	2
Equestrian electives (EQST 114 or above)	8
Total	14

*Note: no more than eight hours of EQST courses may be counted towards graduation for students not majoring in Recreation with the equestrian options or minoring in equestrian studies.

A minor in Equestrian Studies will equip students with a broad base of knowledge in classical horsemanship encompassing theory and philosophy, riding, the teaching of riding, and care of the horse and cultivate Christ-like character, enabling them to become effective servant-scholars.

Equine-Assisted Therapy

14 Hours | Sport, Recreation & Wellness

Requirements	Credits
EQST 329 Equine Science	2
EQST 330 Equine Facility Management	2
EQST 222 Equestrian Pedagogy Methods	2
EQST 226 Foundations of Equine-Assisted Therapies	2
EQST 336 Methods & Materials of Equine-Assisted Therapies	2
Equestrian electives (EQST 114 or above)	4
Total	14

Family Studies

15 Hours | Psychology and Sociology

Required Courses	Credits
PSY 230 Lifespan Development of the Family	4
SOC 237 Introduction to Marriage and Family Studies	3
Total	7

Eight hours selected from following courses	Credits
PSY 325 Human Sexuality	4
PSY 326 Family Systems Theory through Film	4
SOC 330 Culture and Family	2
SOC 362 Gender Relations	2
SOC 390 Practicum in Family Studies	1, 2, 3, or 4
SOC 297 Special Topics Courses (<i>pre-approved by department chair</i>)	2 or 4
SOC 394 Internship in Family Studies	4, or 6
THEL 337 Theological Foundations of the Family	4
Total	8

The family studies minor is interdisciplinary, combining the fields of anthropology, sociology, psychology and religion. Special topics in other disciplines are also offered according to interest and demand. The minor is designed to provide students with adequate knowledge and skills needed for professional careers in human services and leadership roles in the church, family and community in addition to preparing students for further education in Family Studies and related areas.

Forestry

14 credits | Biology

SUNY-ESF Ranger School Required Prerequisites (courses taken at Houghton College - 32 credits)	Credits
ECON 201 Introduction to Economics	2
ECON 210 Principles of Microeconomics or ECON 211 Principles of Macroeconomics	3
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL, CHEM or PHYS - Science course with lab	4
MATH 181 Calculus 1 OR MATH 170/171 Calculus I with Pre-calculus A and B OR MATH 160/161 Calculus for Life Sciences A and B	4 or 4,4
English with focus on writing (ex. Writing in Liberal Arts)	6
Electives (<i>Suggested areas: psychology, sociology, computer science, public speaking</i>)	10
Total	32-36

**Forestry Minor - courses taken during fall semester at SUNY-ESF Ranger School Credits
- 14 credits transfer to Houghton College for minor.**

Forest Ecology (*This course, when counted for the minor, may NOT also be counted toward a Biology major.*) 4

Dendrology 3

Introduction to Natural Resources Measurements 5

Remote Sensing and Geographic Information Technology 3

Eight hours of additional coursework is included in the program but does NOT transfer back to Houghton.

Forestry: (emphasis within the Biology major, minor)
Faculty: faculty from SUNY-ESF Ranger School.

Because deforestation and other human activities affecting forested areas have significant ecological, aesthetic and economic ramifications, gaining insight into our forest resources can play an important role in environmental stewardship and may be desirable for students intending to serve with mission organizations. The forestry program at Houghton College, which enjoys a largely forested campus, offers interested students an opportunity to develop a deeper understanding of these issues through an agreement partnership with the State University of New York College of Environmental Science and Forestry (SUNY-ESF). Both a Forestry minor and a [Forestry emphasis within a Biology major](#) are offered through coursework taken at the SUNY-ESF Ranger School (est. 1912) based at Wanakena in the Adirondack Park. The Ranger School offers a rigorous 46-credit Forestry Technology program over an extended school year. Houghton students can participate for a fall semester (forestry minor) or for an entire academic year (forestry emphasis within a biology major), depending on their educational and career goals. Those participating for the whole year also earn an AAS from SUNY-ESF.

Note: The program is not limited to Biology majors. Non-Biology students who have the necessary prerequisites may also opt to take the fall courses (earning a forestry minor) or the whole year program (earning a forestry minor, biology minor and AAS degree in Forest Technology).

French, Self-Designed

14-16 Hours | World Languages and Literatures

A 14-16-hour self-designed minor with courses beyond the 102 level as determined by arrangement with the chair of the Department of World Languages & Literatures. A special course of study is developed to meet the student's specific goals and is signed prior to the taking of the courses. The signed course of study is placed on file in the Registrar/Academic Records office.

German, Self-Designed

14-16 Hours | World Languages and Literatures

A 14-16-hour self-designed minor with courses beyond the 102 level as determined by arrangement with the chair of the Department of World Languages & Literatures. A special course of study is

developed to meet the student's specific goals and is signed prior to the taking of the courses. The signed course of study is placed on file in the Registrar/Academic Records office.

Health Promotion and Fitness

14-16 Hours | Physical and Health Education

Required Courses	Credits
PHED 237 Holistic Health	3
PHED 246 Care & Prevention of Athletic Injuries	2
PHED 341 Kinesiology	4
PHED 295 ST: Concepts of Personal Training (May, even)	3
Elective - Choose one of the following:	
BIO 232 Epidemiology	2
CHEM 187 Intro to Nutrition	3
PSY 230 Lifespan Development of the Family	3
Total	14-16

History

16 Hours | History and Political Science

16 hours of history courses numbered 200 or above

Human Resource Management

12 Hours | Adult Education

Required Courses	Credits
BU 210 Employment Law	3
PY 310 Conflict Management	3
BU 417 Business Ethics	3
BU 415 Staffing and Performance Management	3
Total	12

Intercultural Studies

12-16 Hours / Intercultural

Required Courses	Credits
INCL 201 Introduction to Global Issues	4
INCL 243 Cultural Anthropology	4
INCL 310 Intercultural Competencies	4
INCL 311 Intercultural Experience	0-4
<i>The INCL 311 Experience should be the last course of the minor and must have INCL 310 as prerequisite.</i>	
Total	12-16

Interdisciplinary Minor in Leadership Studies

14 Hours / Interdisciplinary Studies

Choose 14 credits from the following options	Credits
MIN 317 Leadership in the Church	3
THEL 320 Spiritual Formation	4
THEL 327 Church, Mission and Culture	3
BADM 212 Principles of Management	3
BADM 320 Leadership Development	3
BADM 301 Business Communication	3
INCL 310 Intercultural Competencies	4
COMM 215 Interpersonal Communication	3
COMM 216 Organizational Communication	3
COMM 330 Conflict Management	3
REC 227 Outdoor Leadership Training	3
MBCM 320 Artist Management and Development Internship	1-4
Total	14

International Development

15-16 Hours / Intercultural Studies

Required Courses	Credits
INCL 201 Introduction to Global Issues	4

INCL 338 Issues in Development	4
INCL 346 Governance and Development	4
Optional Courses (<i>Choose one of the following courses</i>)	Credits
POLS 212 Social Science Research Methods	4
ECON 210 Principles of Microeconomics and ECON 211 Principles of Macroeconomics	3,3
INCL 345 Peacebuilding: Genocide and Religious Diversity (Go-Ed)	3
POLS 345 Community Organization and Development	4
INCL 347 Development Communication and Grant Writing	4
INCL 348 Foundations of Health Development	4
INCL 350 Culture Change	4
INCL 442 Globalization and Islamization	3-4
Minor Total	14-16

The International Development minor equips students with basic critical-analytical skills and contextual knowledge needed to understand and address practical problems of sustainable development anywhere in the world. The minor is grounded in a Christian worldview and therefore pursues ideas and approaches to development that hold the promise of holistic transformation within communities and institutions and seeks to correct the injustices associated with poverty, oppression and inequality.

Leadership

12 Hours / Adult Education

Required Courses	Credits
PY 215 Social Psychology or PY 301 Psychology of Personality	3
BU 320 Leadership Development	3
PY 310 Conflict Management	3
BU 417 Business Ethics	3
Total	12

Linguistics

16 Hours / Intercultural Studies

Required Courses	Credits
LING 220 Introduction to Linguistics	4

LING 322 Phonetics	4
LING 323 Phonology I	4
LING 333 Grammar I	4
Total	16

Linguistics courses are useful to anyone expecting to learn or work with languages. A few examples are foreign language majors, English as a second language students, people interested in TESOL as a career, people interested in missions and international business, and education majors facing multilingual classrooms. Philosophy and psychology students find the areas of semantics and phonology to overlap with their fields of interest. Math majors have found the analysis procedures of linguistics to require similar thinking skills to higher mathematics, and linguistics has provided them with a real-world application of mathematics training.

Management

16 Hours | Business and Economics

Required Courses	Credits
BADM 212 Principles of Management	3
BADM 314 Human Resources Management	3
BADM 202 Accounting and Finance for Non-financial Managers OR	(2)
ACCT 211 Financial Accounting	(3)
Total	8-9
Additional hours selected from following:	Credits
BADM 301 Business Communication	3
BADM 303 Entrepreneurship	3
BADM 320 Leadership Development	3
Total additional hours	6
Total	16

*see note on [Spreadsheet Competency](#)

A management minor provides students from various majors with some of the background and expertise they may need for supervisory and administrative roles in a variety of organizations. In particular, the minor may prove helpful to those assuming duties in church, parachurch and other service organizations.

Marketing

12 Credits | Adult Education

Required Courses	Credits
CM 331 Marketing Principles	3

CM 342 Advertising Principles (prerequisite: CM 331)	3
CM 356 Marketing Research (prerequisite: CM 331)	3
BU 417 Business Ethics	3
Total	12

Mathematics

12 Hours | Mathematics

12 hours in mathematics courses numbered 182 and higher

Military Leadership (ROTC at Houghton, through St. Bonaventure University - Army)

12 Hours, Minimum | Interdisciplinary Studies

Houghton College students may participate in ROTC (Reserve Officer Training Corps) through a cross-enrollment agreement with St. Bonaventure University (SBU). Two hours of military science are offered each semester that combine academic coursework and practical field experiences designed to enhance self-confidence, discipline, initiative and responsibility. 100- and 200-level courses are offered on the Houghton campus to any interested student without obligation to the Army. Up to eight hours of Houghton graduation credit can be earned this way. 300- and 400-level courses, offered on the SBU campus, are open only to students under contract with the U.S. Army. Houghton students have done well in competition for scholarships, which cover full tuition and books plus a modest living allowance.

Missions

14-16 Hours | Intercultural Studies

Required Courses	Credits
MISS 241 History of the Global Christian Movement <i>or</i> THEL 220 History of Christianity	4
MISS 242 Missions and the Global Church	4
MISS 341 Biblical & Theological Foundations of Mission, MISS 342 Contextualization in Missions and/or MISS 243 Introduction to Missiological Foundations	4
Electives	Credits
- Religion course (3-4 credits) focusing on major religions, such as Islam, Buddhism or traditional religions. May be on campus or through off-campus study approved through advising (e.g., a Go-Ed religion course)	2-4
- INCL 310 Intercultural Competencies or appropriate course from INCL, MISS, THEL prefix through advisement of INCL chair.	
Total	14-16

Mission preparation takes multiple paths at Houghton, because 21st-century missions is so diverse. The breadth of liberal arts opens knowledge and skills appropriate for today's world. Our students join the long tradition from here and partner with the expanding global church in serving Christ. Students taking the missions minor have majored (or double-majored) in everything from Bible, music and psychology to education and more. Other minor options for missions careers include International Development, Linguistics, TESOL and Islamic Studies. Everything about Houghton—the faculty, the missions representatives, the students, and the general campus and community ethos—points to excellent preparation for missions.

Most students who minor in missions will include the highly recommended Cross-Cultural Field Experience in addition to the regular course work.

Music Industry

17 Hours | The Greatbatch School of Music

Required Courses	Credits
MTH 220 Music Theory I	3
MTH 221 Musicianship I	1
MTH 227 Music Theory II	3
MTH 228 Musicianship II	1
MBCM 206 Introduction to Music Business	3
MUS 207 Introduction to Pro Tools	3
MUS 208 Pro Tools Production I	3
MUS 181 Practicum in Sound and Recording	0
Total	17

Philosophy

12 Hours | Biblical Studies, Theology and Philosophy

Required Courses	Credits
Choose at least one course from the following:	
PHIL 243 Ancient Philosophy	4
PHIL 244 Medieval Philosophy	4
PHIL 245 Early Modern Philosophy	4
PHIL 246 Late Modern & Contemporary Philosophy	4
Additional Required Philosophy Courses	
8 hours of Philosophy electives	8

Total	12
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Physical Education

15.5 Hours | Physical and Health Education

Co-requisites	Credits
Three activity courses (two of which may meet activity requirements of Health and Wellness)	1.5
Required Courses	Credits
PHED 212 Foundations of Physical Education	2
PHED 237 Holistic Health (meets the Theory component of Health and Wellness)	4
8 hours from courses numbered above 200 (No more than four credits may be in activity laboratories.)	8
Total	15.5

Physics

12 Hours | Physics, Computer Science and Engineering

12 hours in physics courses numbered 211 or above

Political Science

16 Hours | History and Political Science

16 hours of POLS coursework (If a student takes a Mayterm course worth only 3 credit hours, he or she may complete the minor with only 15 hours.)

Pre-Athletic Training

16 Hours | Physical and Health Education

Required Courses	Credits
PHED 246 Care, Prevention & Management of Athletic Injuries	2
PHED 247 Recognition and Evaluation of Athletic Injuries	4
PHED 308 First Aid/Safety	2
PHED 330 Physiology of Exercise OR PHED 341 Kinesiology	4
PHED 347 Therapeutic Modalities	2
PHED 348 Therapeutic Exercise Management of Injuries	2
Total	16

The physical education minor with a focus in athletic training is composed of the courses listed above. This minor is designed to enhance the student's skills in preventing, evaluating and treating various athletic injuries; however, it does not lead to certification in athletic training.

Psychology

12-16 Hours | Psychology and Sociology

At least four courses in psychology above PSY 111, totaling 12-16 hours. Statistics (PSY 307, 308 and 309) are excluded if courses chosen for the minor total less than 15 hours.

Public Health

14 Hours | Intercultural Studies

Required Courses	Credits
INCL 348 Foundations of Health Development (Mayterm)	4
BIOL 232 Epidemiology (Mayterm)	2
Electives (<i>Choose a total of 8 hours from the following courses.</i>)	Credits
INCL 310 Intercultural Competencies*	4
INCL 347 Development Communication and Grant Writing*	4
INCL 295 ST: Introduction to Public Health	2 - 4
ANTH/SOC 315 Human Ecology**	4
PSY 307 Statistics I and PSY 308 Statistics II <i>or</i> PSY 309 Statistics	4
CHEM 187 Introduction to Nutrition** and CHEM 188 Introduction to Nutrition Lab	3, 1
BIOL 2xxx or higher (with advisement) (BIOL 380 Pathogenic Microbes recommended - has prerequisite)	4
POLS 345 Community Organization and Development	4
Total credits	14

**Recommended for Biology majors and other non-INCL majors*

***Recommended for INCL majors and other non-biology majors*

Other considerations:

CHEM 187 and 188 Introduction to Nutrition can be taken as an Integrative Studies elective.

COMM 101 Presentational Speaking can be taken as an Integrative Studies elective.

MATH 131 Principles of Statistics can be taken to meet the Integrative Studies Math requirement when possible.

Non-biology majors may also choose to use the Integrative Studies Creation requirement to take a Biology course.

The minor in Public Health is an introduction to the field of global public health, which entails options and policies within the domestic and international context. Its purpose is to provide a Christian liberal arts perspective to understanding the domains of public health, which facilitate the well-being of communities and populations in a holistic and sustainable way. The minor follows the guidelines of the “Undergraduate Public Health Learning Outcomes” published by the Association of Schools of Public Health. The minor has a common core for all students and is then structured from elective courses to best complement the student’s major.

Recreation

16 hours / Sport, Recreation & Wellness

Required Courses	Credits
SRWM 221* Principles of Sport, Recreation and Wellness Management	3
REC 227 Outdoor Leadership Training	3
REC 204* OR PHED 308* Wilderness Medicine or First Aid/Safety	2
REC 300* Program Planning and Development	3
Electives: Choose two from the list below.	
REC 240 Administration of Organized Camps and Recreation	2
REC 241 Recreation and Tourism	2
SRWM 215 Leadership Development in Sport, Recreation and Wellness	2
SRWM 216 Judgement and Decision Making in Sport, Recreation and Wellness	2
REC 301 Methods and Materials for Outdoor Educators	2
REC 401 Natural Resource Management	2
Electives: Choose two from the list below.	
REC 103 Initiatives	1
REC 104 Backpacking	1

*courses also found within the Sport, Recreation and Wellness major
 Students with a SRWM major and a Recreation minor must have a minimum of 12 non-overlapping credits to complete the minor.

Religion

12-16 Hours | Biblical Studies, Theology and Philosophy

Required Course	Credits
PHIL 350 Reason and Religious Belief	2
Electives	Credits
Select two courses from the following:	4-6
REL 221 Hinduism and Buddhism	2
REL 231 Judaism	2
INCL/MISS 360 Introduction to Islamic Studies	4
Select additional courses from the following:	6-8
THEL 215 Christian Apologetics	4
THEL 313 Systematic Theology	4
BIBL 355 Biblical Theology I	2
BIBL 355 Biblical Theology II	2
THEL 220 History of Christianity	4
Total	12-16

Sociology

12 Hours | Psychology and Sociology

12 hours above SOC 101, excluding PSY 307, 308 and 309 Statistics

Spanish

14-16 Hours | World Languages and Literatures

14-16 hours of SPAN courses beyond SPAN 102. It may also include SPAN 205 Intermediate Spanish. No more than four hours of Intermediate Spanish may be applied.

Sports Ministry

16 Hours, Minimum | Biblical Studies, Theology and Philosophy; Physical and Health Education

Required Courses	Credits
CRFM 325 Bible Study and Teaching Methods	3
PHED/CRFM 227 Sports Ministry: The Integration of Faith and Sport	3
PHED/CRFM 275 Methods of Administration of Sports Ministry	3
Electives	Credits
Select one course from the following:	4
CRFM 341/342 Theological Explorations in Youth Cultures and Ministry I & II	2, 2
THEL 313 Systematic Theology	4
*Select at least one course from the following:	3 - 4
INCL XXX Intercultural course recommended by department	1-4
MISS 242 Missions and the Global Church	4
PHED 305 Sports Ministry Field Practicum**	2
PHED 306 Principles of Coaching & Sport Management	4
REC 227 Outdoor Leadership Training	3
REC 240 Administration of Organized Camps	2
REC 241 Recreation and Tourism	2
CREM 341/342 or THEL 313 (whichever was not used in previous category)	4
*For other options, see the director of this program.	
**With approval, the practicum can be fulfilled through one of the following provided the course has a sufficient sports ministry component:	
CRFM 442 Internship in Christian Formation	4
MISS 311 Cross Cultural Field Experience	3-4
INCL 311 Intercultural Experience	0-4

Sports ministry is a culturally relevant relational tool that helps connect the Christian faith to the sport-minded. The minor is particularly helpful for students interested in academic and vocational pursuits within local church ministries, missions, education, coaching, camping, recreation, equestrian studies, church planting and intercultural studies.

TESOL

20-21 Hours | Intercultural Studies

Required Courses	Credits
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LING 220 Introduction to Linguistics	4
LING 351 Linguistics for TESOL	4
LING 350 First and Second Language Acquisition	4
LING/EDUC 371 TESOL Methods: ELA	3
LING 373 TESOL Field Experience	1-2
COMM/ANTH 225 Intercultural Communication <i>or</i> INCL/ANTH 310 Intercultural Competencies	4
Total	20-21

Without a doubt, the role of the English language has been transformed in recent years. Its use in international politics and business, in science and technology, and in the media and higher education has earned it special status in over 70 countries worldwide. Nearly a quarter of the world's population speaks this language, and it is the most widely taught foreign language in the world. Consequently, there is great demand for competent English teachers in almost every nation in the world, including the United States.

A minor in TESOL trains students to serve the international population around the world and within the United States, offering opportunities for cross-cultural service, even in countries that are closed to receiving missionaries. This is a practical key for opening the doors to our 21st-century world.

Theology

12 hours | Biblical Studies, Theology and Philosophy

Required Courses	Credits
THEL 313 Systematic Theology	4
Theology electives above THEL 209	8
Total	12

The theology minor provides concentrated study in Christian doctrine, apologetics and church history.

World Religions

14 Hours | Biblical Studies, Theology and Philosophy

Required Courses	Credits
REL 221 Hinduism and Buddhism	2

REL 225 Taoism and Confucianism	2
REL 231 Judaism	2
REL 222 New Religious Movements I	2
REL 232 New Religious Movements II	2
INCL/MISS 360 Introduction to Islamic Foundations	4
Total	14

Writing

16 Hours / English and Writing

Required Courses	Credits
WRIT 214 Literary Non-Fiction	4
Additional WRIT courses	12
Total	16

Course Listing (alphabetical by prefix)

KEY: F = Fall term

S = Spring term

WSP = When schedules permit

AC 444 Accounting and Finance for Non-Financial Managers (Adult Education)

3-S

Introduction to accounting and finance concepts, including cost control, understanding and analyses of financial statements, budgeting, working capital management and financing alternatives.

ACCT 211 Financial Accounting

3-F

Basic theory and practices of financial accounting. Emphasis on the proper recording of business transactions and understanding the effect transactions have on the financial statements of proprietorships, partnerships and corporations. Includes analysis of key financial statement data.

Prerequisite(s): BADM 45

ACCT 212 Managerial Accounting

3-S

Basic theories and practices of providing accounting information for use by decision makers within the organization.

Prerequisite(s): ACCT 211, BADM 45

ACCT 295, 395, 495 Special Topics

1 - 4-WSP

Group study of special topics.

ACCT 311 Intermediate Accounting I

3-F

Intensive study of financial accounting issues including measurement, valuation and reporting of balance sheet items.

Prerequisite(s): ACCT 211, ACCT 212

ACCT 312 Intermediate Accounting II

3-S

Extension of ACCT 311 with emphasis on accounting for notes, bonds, pensions, leases, taxes and equity transactions and on preparation of cash flow statements.

Prerequisite(s): ACCT 311

ACCT 314 Cost Accounting

3-S18,20

Evaluation and analysis of an organization's internal accounting information needs with special emphasis on the manufacturing environment. Topics covered include job order, process, standard and activity-based cost accounting systems, allocations, budgeting, profit-volume analysis, and behavioral considerations.

Prerequisite(s): ACCT 212

ACCT 315 Auditing

3-F17,19

Comprehensive introduction to the practices and procedure used by internal auditors and CPAs in their attestation role relative to external financial reporting and the evaluation of internal controls. Emphasis is placed on the legal and ethical requirements of the auditor, including Sarbanes-Oxley.

Prerequisite(s): ACCT 212 or permission

ACCT 316 Federal Income Tax

3-F16,18

Introduction to history and development of federal income tax. Study directed principally toward

preparation of individual returns under IRS code but also includes partnership and corporate returns and tax implications of management decisions.

Prerequisite(s): ACCT 211, ACCT 212 or permission

ACCT 323 Tax Practicum (P/U)

1-S

Supervised preparation of tax returns through the VITA (Voluntary Income Tax Assistance) program using resources and guidance provided by the Internal Revenue Service (IRS).

Prerequisite(s): ACCT 316 or permission

ACCT 418 Advanced Accounting

3-S18,20

Addresses complex issues in accounting including business combinations, consolidated statements, partnerships, government and not-for-profit organizations, foreign operations, and other current topics in the field.

Prerequisite(s): ACCT 316

ACCT 421 Internship in Accounting (P/F)

2 - 6-F&S, Summer

Supervised experience in corporate or public accounting combining the theoretical background of coursework with practical activities in a professional setting.

ADC 295 Special Topics (Adult Education)

3-WSP

ADC 441 Worldviews at Work (Adult Education)

3-WSP

Provides managers and other workers with an enhanced understanding of the way in which worldviews—in particular, a person's basic faith commitments—impact the workplace and vice versa. It is an introduction to the relationship between religion and the culture of organizations and, as such, is designed to help one identify and begin to reflect (or extend reflections) on the relevant issues. Liberal Arts.

ANTH 195, 295, 395 Special Topics

1, 2, 3 or 4-WSP

Liberal Arts.

ANTH 243 Cultural Anthropology (CDRP, see Foreign Languages)

4-F

Cultural and social aspects of human behavior; comparison of cultures. Satisfies Community: Anthropology. Liberal Arts.

ANTH 256 History, Religion & Society of the Mekong Region

3-F&S

This course provides an introduction of the historical and social context of the Mekong sub-region of Southeast Asia and explores the dynamics between religious, political and other social foundations and contemporary forces of change. The course begins with a survey of the major religions of the region (chiefly Buddhism and tribal Animism) and their enduring influence on worldview and culture. The course proceeds with a survey of regional history from ancient times (including the Lan kingdom, of particular significance to Chiang Mai's heritage) through nation building and international relations to the emergence of globalization. Students will be guided to explore the influence of intangible factors on tangible institutions and historical events. The course includes several excursions to nearby sites and guest lectures to ground the knowledge of the Mekong region with an experiential sense of place and perspective. Liberal Arts. Part of Go-Ed Semester.

ANTH 291, 391, 491 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

ANTH 293 East African Cultures

4-S

Intensive study of East African ethnic groups—their beliefs, behaviors, work and societies. Lectures, which include foundational anthropological theory as well as ethnic descriptions, are augmented by observations and home stays amongst the Massai, Kelenjin, Murle, Hehe or other peoples. Sociology, Intercultural Studies elective credit. Liberal Arts. Part of Houghton in Tanzania.

ANTH 295, 296 Special Topics in Anthropology

1-4-WSP

Topics offered according to interest and demand. Liberal Arts.

ANTH 310 Intercultural Competencies

4-F&S

Explores the knowledge, attitudes and skills for transitioning into, adapting to, working in and functioning successfully in an intercultural context. Key topics include cultural values, intercultural communication, researching culture, being a change agent, dealing with conflict and working with individuals from another culture. Required for INCL 311. Liberal Arts.

Prerequisite for INCL majors/minors: INCL 201 and ANTH 243 or permission

ANTH 315 Human Ecology

4-S

Integrates knowledge from several disciplines and seeks to combine the social and natural sciences. Theory will be interwoven with basic concepts, and emphasis will be upon how humans view—and interact with—the natural environment. Themes and topics to be studied include control, complexity/simplification, sustainability, adaptation, place, mechanization, efficiency/inefficiency, centralization/decentralization, resilience, parks, economies of scale, specialization/diversification and poverty. These themes will be discussed in relation to five basic human societies: hunting and gathering, pastoral, agricultural, industrial, and global. Liberal Arts.

Houghton in Tanzania Program.

ANTH 340 African Traditional Culture and Religion

3-F&S

Fast means of travel means and communication have shrunk the world into almost one village. However, the ease of contact does not necessarily mean ease of mutual understanding, and it has become imperative to understand other cultures to be able to relate to each other as human beings. The aim of this course is to provide students with the academic tools for social and cultural analysis with a specific focus on the African traditional culture and religion in general with a special emphasis and examples drawn from the Rwanda culture and religion. The course will explore some of the characteristics of the African cultures and traditional religions and the values and social perspectives they vehicle. It will look at the influence of those cultures on the receptivity to Christianity, Islam and development. Liberal Arts. Part of Go-Ed Semester.

ANTH 350 Culture Change and Its Effects on Traditional Societies

4-F

Globalization is spreading rapidly around the world, and this is causing significant culture change in traditional societies. With a strong focus on history and case studies, this course will make students aware of what is happening and give them the theoretical knowledge to understand, empathize with and assist people who are wrestling with change. Pre- or Co-requisite: Cultural Anthropology. Liberal Arts.

ARAB 101 Arabic Language

4-WSP

Arabic is spoken in various regional dialects throughout the Arab world. This class introduces Modern Standard Arabic (MSA), the commonly understood language used in all media and in the academic and intellectual community. While MSA is not the “street language” of any particular country, it provides an excellent grounding towards fluency in any dialect in the Arab world. Those who wish to go beyond this one semester introduction will be directed to an intensive Arabic program within the Arab world. Liberal Arts.

ART 131 Introduction to the Visual Arts

2-F

Overview of Western cultural history, visual arts, basic principles and underlying philosophy of art. Emphasis on the contemporary. Satisfies Culture: Art. Liberal Arts.

ART 132 Art and Architecture in Context in Europe

4-May, even years

A course for the non-art student participating in the Mayterm trip to Europe. Approximately 20 days study art and artists from antiquity to the present. Readings, journal-keeping and questions pertaining to site-specific works are required. Off-campus study abroad course. Satisfies Culture: Art. Liberal Arts.

ART 195 Special Topics

1, 2, 3 or 4-WSP

A course designed to provide opportunity for students to explore avenues not covered in other listed courses. Examples include Fine Arts Book and Papermaking, Figurative Clay Sculpture, Illustration, Portrait Media, Landscape Painting, Landscape Photography, Typography and Letterpress Printing, Textile and Fiber Design, and Public Studio. May meet Satisfies Culture: Art (check [Integrative Studies listing](#)).

ART 211 Drawing I

2-F&S

Basic introduction to drawing media, techniques and concepts. Exploration of form and space in two dimensions in varied subject matter. Satisfies Culture: Art. This course has a lab fee.

ART 212 Abstract Drawing

4-S

This course explores the possibilities of drawing based on conceptual rather than perceptual knowledge. A wide variety of conceptual sources will be introduced, such as variations of spatial components, non-figurative images based on biomorphic or gestural motifs, compositional dynamics, tonal and color explorations, and the variation of mark as an expressive element. A

wide variety of experimentation with surfaces, materials and applications will be encouraged. Emphasis will also be placed on the selection of an idea in terms of both process and materials. The development of abstraction in the 20th century and relevant major artists will be studied and used for reference. Satisfies Culture: Art. This course has a lab fee.

ART 215 Etching

2-F

This course is an introduction to the basic techniques, processes and history of etching. Etching was developed in the early 16th century and has been a favorite media of many artists including Rembrandt, Goya, Picasso and Dine. This course will focus on traditional methods of working etching plates. Intaglio techniques include a number of rich and varied processes. The class will cover etching, drypoint, aquatint, use of soft and hard grounds, and the combination of techniques on a single plate. Printing techniques will be demonstrated, including color printing and the registration of multiple plates. Students will work through and generate a body of images associated with a self-directed theme. Satisfies Culture: Art. This course has a lab fee.

ART 216 The Art and History of Film Genre

4-S

The history of the film genre. Designed to critically evaluate the philosophical, aesthetic and narrative grouping of genre including westerns, horror, romantic comedy, war, gender, science fiction, fantasy, animation, documentary, family drama, ensemble, biopic, film noir, crime and experimental. Some subcategories such as crime/gangster or crime/prison will also be considered. Satisfies Culture: Art. Liberal Arts.

ART 221 Painting I

4-F&S

Visual problems of space, form, value and color studied in oil paint. Basic problems of pictorial composition and interpretation through representational/abstract approaches to observing life and still life. Satisfies Culture: Art. This course has a lab fee.

ART 224 Time, Motion and Communication

4-F

This course is an introduction to the foundational concepts of communications design in which time is an important formal element. Studio work will explore how images and design change over time in ways that enhance narrative or interactive communication: time and motion explored as formal properties, history of time-based communication and interactivity, and extensive studio work developing key concepts in time and communication. Liberal Arts. This course has a lab fee.

ART 228 Digital Video I

4-F&S

This course is an introduction to the movie-making process using digital tools. Students will learn the basics of managing digital workflow and software interface, using a digital video camera, editing in Final Cut Pro, and saving final output to DVD. Also covered are basic principles of storytelling, location production, integration of titles and audio, critique and production skills, and output and archiving. This course has a lab fee.

ART 231 Ancient Art History

4-F17

History of world art from prehistoric to the 14th century. Exploration of pivotal Western monuments and the role of art as visual communication of religious, political and social concerns. Satisfies Culture: Art. Liberal Arts.

ART 232 Renaissance and Baroque Art History

4-S17

History of Western art from the 14th to the mid-18th century. Relation of form and content to cultural attitudes. Unique contributions of major artists. Satisfies Culture: Art. Liberal Arts.

ART 234 Art and Architecture in Europe

4-May, even years

Approximately 20 days studying art and artists from antiquity to the present. Readings, journal-keeping and questions pertaining to site-specific works are requirements. This course is intended

for the art major. Off-campus study abroad course. Satisfies Culture: Art. Liberal Arts.

ART 235 African Art History

4-WSP

A selective survey of the visual arts produced on the African continent from antiquity through the present. Consideration of colonial influences on African art and African art's influence on Western art, including the African American Diaspora. Emphasis on seeing and understanding art in the context of daily life, religion and society. Off-campus study abroad course, takes place in Tanzania. Satisfies Culture: Art. Liberal Arts.

ART 236 Asian Art History Survey

4-S17

History of the art of Asian cultures from ancient times to the present. Introduction to major ideas, periods, methods and materials with emphasis on the art of China and Japan and their impact on the art of the West. Overview of India, Korea, Islam and tangential cultures. Satisfies Culture: Art. Liberal Arts.

ART 237 Modern and Contemporary Western Art History

4-F16

History of Western art from the mid-18th through the early 21st century. Analysis of major movements and artists as well as their underlying philosophy and cultural influences. Satisfies Culture: Art. Liberal Arts.

ART 241 Two-dimensional Design

2-F

Theory and application of compositional elements and principles of design. Experiences in two-dimensional problem solving. Lecture, group critiques and discussion. Satisfies Culture: Art. Art major/minor.

ART 242 Three-dimensional Design

2-F

Theory and application of elements and principles of design to three-dimensional small-scale sculptural structures. Awareness and comprehension of three-dimensional structural and spatial relationships. Satisfies Culture: Art. Art major/minor.

ART 245 Graphic Design I

4-F&S

Introduction to theory and practice of graphic design communication. Emphasis on techniques for exploration of two-dimensional problems and interpretation of verbal to visual form. Computer design is introduced. Satisfies Culture: Art. This course has a lab fee.

ART 251 Sculpture I

4-S18

Survey of traditional sculptural ideas, tools, techniques and materials. Group and individual projects dealing with conceptual and formal problems of additive and subtractive uses of wood, metal and stone. Exploration of non-traditional materials and processes, installation, and contextual considerations. Satisfies Culture: Art. Lab Fee.

ART 254 African Cultural Arts

3-F&S

This course explores the African arts as both cultural expression and cultural epistemology (a way of engaging and knowing the world that differs from Western empiricism and consumerism). It provides hands-on experience of the ways in which the arts can serve as agents of cultural preservation as well as cultural transformation. It seeks to guide students in the exploration of the spiritual, philosophical, social and psychological drivers of the cultural arts in order to gain a deeper appreciation of diversity and human creativity. Students will be introduced to a broad array of artistic expression and media in Africa under the guidance of local experts and artists (e.g., visual arts, music, hand crafts, culinary arts, dance, storytelling and other performing arts). Students will come to appreciate the unique role and effectiveness of the arts in culture (e.g., prophetic confrontation of injustice in the status quo or communicating in ways that overcome linguistic barriers, etc.) and gain a new sense of the irreducible value of the arts for life and development. The course has high emphasis on participation and reflection. Satisfies Culture: Art.

Liberal Arts. Part of Go-Ed semester.

ART 255 Thai Cultural Arts

3-F&S

This course explores the Thai arts as both cultural expression and cultural epistemology (a way of engaging and knowing the world that differs from Western empiricism and consumerism). It provides hands-on experience of the ways in which the arts can serve as agents of preservation as well as transformation in culture. It seeks to guide students in the exploration of the spiritual, philosophical, social and psychological drivers of the cultural arts in order to gain a deeper appreciation of diversity and human creativity. Students will be introduced to a broad array of artistic expression and media in Thailand under the guidance of local experts and artists (including visual arts, music, hand crafts, culinary arts, dance, Likay and other performing arts). Students will come to appreciate the unique role and effectiveness of the arts in culture (e.g., prophetic confrontation of injustice with the status quo or communicating in ways that overcome linguistic barriers, etc.) and gain a new sense of the value of the arts for their life and work. The course has a high emphasis on participation and reflection. Satisfies Culture: Art. Liberal Arts. Part of Go-Ed semester.

ART 262 Screen-printing

2-F17

This course is an introduction to the basic techniques, processes and history of screen-printing. Screen-printing has commonly been used as a graphic art form for printing posters and signage but is also an important medium for artists. Screen-printing is valued for its straightforward process; its expedient creation of large editions; the variety of materials it can print onto; and its integration of hand-drawn, photographic and digital images. It has a history of satire, social/political commentary and protest and often exists in the space between popular culture and high art. Students will work through and generate a body of images associated with a self-directed theme or narrative. Satisfies Culture: Art. This course has a lab fee.

ART 263 Typography and Letterpress Printing

2-F16

Introduction to hand-set metal type and wooden type letterpress printing techniques as well as limited edition printing of text and image. Research and discuss the innovations of moveable type, wood type and typography in relation to their influence and effect on human civilization. Satisfies

Culture: Art. This course has a lab fee.

ART 264 Relief Printing

2-WSP

Introduction to the basic techniques, processes and history of relief printing. The course will focus primarily in the media of woodcut. Students will work through and generate a body of work associated with a self-directed theme. Satisfies Culture: Art. This course has a lab fee.

ART 265 Artists Book and Paper

4-F

Introduction to the various hand-crafted methods of papermaking, bookbinding, box and portfolio construction. Exploration of Eastern and Western papermaking methods. Various bindings and construction formats will be considered. Satisfies Culture: Art. This course has a lab fee.

ART 266 Sculptural and Moveable Book

2-WSP

Students will construct models and finished pieces that can be used as standalone artist books or combined to create sculptural book forms. Using a variety of materials, unusual openings and interesting closures, students will explore creative book forms and develop their own unique books. Satisfies Culture: Art. This course has a lab fee.

ART 267 Lithography

2-S18

Introduction to the basic techniques, processes and history of lithography, especially stone lithography. This course will cover basic theory and current processing methods. Students will generate a body of work associated with a self-directed theme or narrative. Satisfies Culture: Art. This course has a lab fee.

ART 271 Ceramics I

4-F&S

Basic study of clay as a three-dimensional artistic medium, working with hand-built and wheel-thrown techniques. Historical development of ideas and techniques and the role of ceramics in contemporary art will be the foundation. Introduction to glazing, decorating and firing processes. Students will produce a body of 12 pieces. Satisfies Culture: Art. This course has a lab fee.

ART 282 Experimental Darkroom Processes

4-F

Examination of various darkroom image-making and printing techniques, including pinhole, cyanotype, projection and photogram as well as toning and hand coloring in traditional black-and-white prints. This course has a lab fee.

ART 283 Introduction to Digital Photography

4-F&S

An introduction to the fundamentals of digital photography, including camera operation, file management and digital printing. Students will explore photography as a visual language through personal expression, principles of composition and the medium's contemporary history. Format includes discussions, demonstrations, critiques, lectures and student presentations. Satisfies Culture: Art. This course has a lab fee.

ART 284 Introduction to Digital Imaging

4-F&S

Introduction to the tools and concepts of creating and manipulating images with digital technology. The primary software application is Adobe Photoshop. Instruction is project-based and relies on class critique. Students also learn to recognize digital equivalents of traditional art styles, techniques and forms. This course has a lab fee. Culture: Fine Arts.

ART 285/286/287/288 Fine Arts Seminar

0 - 2, repeat up to 4 credits-F&S

This seminar course focuses on theory, concepts and methodology of art historical study and their application to the contemporary visual arts by engaging students in discourse surrounding lectures of visiting artists. Required of all art majors. This course has a lab fee.

ART 291; 391; 491 Independent Study (no fee)

1, 2, 3 or 4-WSP

ART 292; 392; 492 Independent Study (with fee)

1, 2, 3 or 4-WSP

ART 295, 296, 297, 298 Special Topics

1, 2, 3 or 4-WSP

A course designed to provide opportunity for students to explore avenues not covered in other listed courses. Examples include Figurative Clay Sculpture, Illustration, Portrait Media, Landscape Painting, Landscape Photography, Furniture as Fine Art, Textile and Fiber Design, Watercolor Painting, and Public Studio. May satisfy Culture: Art (check [Integrative Studies listing](#)).

ART 311 Anatomy and Figure Drawing

4-F

Elements, principles and techniques of artistic anatomy. Emphasis on presentations as they relate to the figure and portrait. Study of skeleton and musculature from casts and live models. This course has a lab fee.

Prerequisite(s): ART 211

ART 314 The Art and History of Film

4-S18

An introduction to the history, craft, theory and critical content of film—15 films viewed in class, 20-25 outside of class research work. Satisfies Culture: Art. Liberal Arts.

ART 321 Painting II

4-F&S

Intensive study of a single subject, which is then extended into a series to develop a more sophisticated personal visual statement. Examples of subjects include still life, figure, interiors and abstraction. This course has a lab fee.

Prerequisite(s): ART 221

ART 324, 325, 326, 327 Advanced Topics in Film

2-S

A topical seminar in film studies exploring topics such as director in depth (looking at one director's major works), environmental themes in film, film traditions from various countries, tech noir, films since 1945, women in film, Shakespeare and film, and literature into cinema. Liberal Arts.

ART 345 Graphic Design II

4-S17

Further development of conceptualization and visualization skill within graphic design media, including computer design. Assignments directed towards professional practice. This course has a lab fee.

ART 348 Fine Arts of Southeastern Europe

4-WSP

Art history of Catholic southern Europe and especially of the Venetian Empire, principally painting and architecture. Comparison is made with the art and iconography of Orthodox Europe, especially of Serbia and Macedonia. Some study of Ottoman Muslim art during time in Bosnia. Houghton Balkans Semester Program. Satisfies Culture: Art. Liberal Arts.

ART 351 Sculpture II

4-WSP

Exploration of three-dimensional form/space through individual creative experiences working with various sculptural media. This course has a lab fee.

Prerequisite(s): ART 251

ART 371 Ceramics II

3-S

Intermediate study of clay as a three-dimensional artistic medium. Continuing development of conceptual content, form and craftsmanship through self-directed, individual projects using wheel-throwing and/or hand-building processes. Additional instruction in glaze chemistry and kiln-firing. This course has a lab fee.

Prerequisite(s): ART 271

ART 380 Lighting for the Still and Moving Image

4-F

A studio class examining the technical and practical aspects of lighting for photography and video. Students will learn to assess the qualities of light and how to effectively use strobe, continuous and natural lighting on location and in the studio. Lab fee.

ART 382 Advanced Topics in Photography

4-S19

A continued exploration of photographic techniques and concepts with an emphasis on digital workflow, including digital camera operation, digital output and strobe lighting. Intensive, conceptually driven studio assignments will be reinforced through readings, discussions, critiques and lectures. This course has a lab fee.

Prerequisite(s): ART 281

ART 383 Applied Design Internship

4-WSP

Students will apply classroom knowledge in a real-world setting. Internship positions may be available in a range of applied design industries, small businesses, artist studios, galleries and

museums. Placements are developed by working one on one with the supervising faculty member to try to match their objectives with an appropriate experience. The internship requires 60-100 hours in the field.

Prerequisite(s): Junior status, coursework at 300 level in internship media

ART 384 Advanced Digital Imaging

4-F16

Continued study and development of the creative possibilities of digital image making. Investigation of advanced processes in use of digital cameras and manipulative creative possibilities. Study will be structured by art faculty to meet the needs of the advanced student. This course has a lab fee.

Prerequisite(s): ART 284

ART 385 Junior Studio 1

2-F

Major studio class for art majors. Opportunity to work with increased independence in the studio areas and media of choice. Open-ended problems encourage creativity and a wide variety of responses from each student. Group critique is an integral component to the course. The philosophy and structure of the Junior Studio places a high priority on the establishment of an active and reflective relationship between an individual and his or her work. Individual studio space is provided in order to reinforce independent thinking and to help students establish a rapport with the studio life of a fine artist.

ART 386 Junior Studio 2

2-S

This major studio class for Studio Art BA and BFA juniors gives students the opportunity to work with increased independence in a variety of disciplines including drawing, painting, printmaking, photography, sculpture, ceramics, and mixed 2D and 3D media. Individual choices of media execution and subject are encouraged through a series of open-ended problems given over both the fall and spring semesters. The problems are designed to invite a wide variety of responses from each student. Group critique is an integral component to the course. The philosophy and structure of the Junior Studio places a high priority on the establishment of an active and reflective relationship between an individual and his or her work. Individual studio space is

provided in order to reinforce independent thinking and to help students establish a rapport with the studio life of a fine artist.

ART 395 Special Topics

1, 2, 3 or 4-WSP

A course designed to provide opportunity for students to explore avenues not covered in other listed courses. Examples include Figurative Clay Sculpture, Illustration, Portrait Media, Landscape Painting, Landscape Photography, Furniture as Fine Art, Textile and Fiber Design, Watercolor Painting, and Public Studio. May satisfy Culture: Art. (check [Integrative Studies listing](#)).

ART 421 Painting III

4

Emphasis on individual development and refinement of personal expression in various approaches to painting. Prerequisite: ART 321.

ART 447 Graphic Design Internship

4-WSP

Practical experience to include interviews, placement, and work experience in a situation of mutual benefit to the student and publishing house or designer.

ART 471 Ceramics III

4

Advanced projects in clay. Emphasis shifted from purely investigatory exercises in form toward clarity of expression and execution. Individually designed projects with tutoring by instructor. Prerequisite: ART 371.

ART 479 Photographic Concepts and Practices

4-S18

An advanced projects course that allows students to refine and focus their work within one of

several genres of photography. The course will examine professional practices, including establishing a photography business, marketing techniques, creating estimates and invoices, and copyright issues. Students will develop a cohesive portfolio through group discussions and critiques. This course has a lab fee.

ART 485 Senior Studio

2-F

A required seminar-studio course for all studio art majors. Students will examine contemporary theories and practices in art criticism while developing a body of work for their senior exhibition. Course methods include slide lectures, selected readings, class discussions, and individual and group critiques. The completion of a portfolio and artist statement is also required.

Prerequisite(s): Senior standing with a major in Studio Art

ART 486 Senior Seminar and Exhibition

2-S

A seminar studio that includes the development of a quality body of work for exhibition and formal documentation through written thesis. Course methods include slide lectures, selected readings, class discussions, and individual and group critiques. Required of all senior art majors during the spring semester.

BADM 102 Personal Finance

2-S

Basic understanding of Christian perspectives on stewardship including the management of money and credit, insurance, budgeting, investment, and retirement planning. Elective credit only.

BADM 103 Introduction to Business

3-WSP

Business operation, terminology, practices and career opportunities. A survey course designed to give those interested in the business discipline an overview of what business is all about. A

general survey of the entire field of business and management in the free enterprise system.

BADM 191, 291, 391, 491 Independent Study

1, 2, 3 or 4

BADM 202 Accounting and Finance for Non-Financial Managers

2-F

An introduction to the accounting and finance concepts used most often by managers including understanding and analysis of financial statements, budgeting, working capital management and financing alternatives.

BADM 212 Principles of Management

3-F&S

Familiarizes students with the knowledge, roles, responsibilities and skills required of new managers. Special attention is given to managerial decision making, problem solving, information and human resources issues.

BADM 213 Business Law I

3-F17,19

An introduction to the basic legal environment of business, contracts, sales and leases, and negotiable instruments.

BADM 214 Business Law II

3-F16,18

Basic law covering forms of business organization, agency, bankruptcy, government regulations and professional liability.

BADM 218 Marketing Principles

3-F

Factors in product development, pricing, distribution and promotion of consumer and business goods and services.

BADM 220 Advanced Computer Applications

3-WSP

Mastery of programs and processes of selected business computer applications. Develops skills in charting, tracking and setting deadlines using project-based software. Students will learn how to organize large volumes of data in a manner that facilitates access, reporting and summarizing to support business decisions.

BADM 295, 395, 495 Special Topics

1, 2, 3 or 4-WSP

Group study of special topics.

BADM 301 Business Communication

3-F&S

A study of communication theory and principles as applied to business writing and oral communication. Satisfies Community: Communication.

BADM 303 Entrepreneurship

3-F

A study of entrepreneurship identifying an industry niche and the basics of starting and running a small business. Special emphasis given to business plan development.

BADM 309 Statistics

4-F&S, 3-May-F&S, May

Descriptive and inferential statistics: measures of central tendency and variability, discrete and continuous probability functions, sampling, estimation, hypothesis testing, correlation, regression, chi-squared and ANOVA. Quantitative Literacy Competency. Does not meet Creation Requirement. Liberal Arts.

Prerequisite(s): BADM 45

BADM 310 Corporate Finance

3-F

Financial analysis, budgeting, working capital management, capital budgeting, sources of financing and cost of capital.

Prerequisite(s): ACCT 211, ACCT 212, ECON 210, BADM 45 or permission

BADM 313 International Business

3-S18,20

An examination of the variations in business management and practices in developed and less developed countries around the world.

Prerequisite(s): BADM 212 and ECON 210 or permission

BADM 314 Human Resources Management

3-F

The historical development of human resources management and its context and scope along with an in-depth coverage of such topics as planning, recruiting, selection, training, supervising, motivation, compensation, benefits, performance appraisals, discipline and leadership.

Prerequisite(s): BADM 212 or permission

BADM 317 Management Information Systems

3-F16

Design, maintenance and monitoring of information systems. Includes systems and audit concepts.

Prerequisite(s): ACCT 211, ACCT 212, BADM 45

BADM 319 Marketing Research

3-S

Study of the techniques used in collection and analysis of secondary and primary data and use of that format for decision-making in marketing environment. Student teams work on real business marketing research projects.

Prerequisite(s): BADM 218

BADM 320 Leadership Development

3-F

A study of the principles of leadership found in biblical leaders, throughout history and in our own lives. Designed as an interdisciplinary course specifically to help guide personal understanding of both leadership responsibilities and leadership abilities. It is intended not only for individuals who aspire to positions of leadership or those who think they have what are normally considered "leadership" abilities but for anyone seeking to understand how to better be able to influence others for good, regardless of their profession, position, gifts or calling. Liberal Arts.

BADM 324 Advertising and Public Relations Principles

3-F

An overview of the theory behind both related practices including the development, management and implementation of creative communication initiatives and campaigns. The course focuses first on advertising and then on public relations and concentrates on understanding their shared and unique roles in the important area of public communication.

Prerequisite(s): BADM 218, BADM 319

BADM 330 Operations Management

3-F16,18

Management of processes or systems that create goods or provide services. Includes the basics of forecasting, capacity planning, scheduling, inventory management, total quality management and supply chain management.

Prerequisite(s): ACCT 212, BADM 45; must have satisfied the Quantitative Literacy Competency: Math

BADM 335 Integrated Marketing Communication Seminar

3-S

A culminating study of how marketing-communication disciplines coalesce to form powerful branding campaigns in business and not-for-profit organizations. The course examines case studies of various integrated marketing communication projects and initiatives and analyzes approaches and outcomes.

Prerequisite(s): BADM 324, BADM 218, BADM 319

BADM 340 eCommerce

3-S18,20

A course designed to give you exposure, understanding and know-how in the ways in which the Internet is transforming and facilitating key functions of business. Exploration of the organizations that have succeeded and those that have failed and understanding the eCommerce strategies companies employ. Covers the technological features that make eCommerce both possible and challenging. Implications in computer science, accounting, marketing, human resources, management, finance, economics and international business.

BADM 350 Economic Freedom

2-WSP

A study of the factors that relate to why some economies prosper while others struggle to meet the basic needs of their citizens. Common misconceptions and proposed solutions are explored in an effort to determine how effectively to address poverty around the world. Liberal Arts.

BADM 407 Investment Management

3-S

A study of stocks, bonds, mutual funds, commodities, real estate, investment analysis and portfolio theory.

Prerequisite(s): ACCT 211, ACCT 212 and BADM 310 or permission

BADM 408 Advanced Corporate Finance

3-S

This course covers the major decision-making areas of corporate finance and some selected topics in financial theory. The course reviews the theory and empirical evidence related to the financing policies and investment of a firm and attempts to develop decision-making ability in these areas. These may include M&A, dividend policy, corporate reorganizations, portfolio management and working capital management, and other selected topics. Some areas covered more in depth include investment decision making under uncertainty, cost of capital, capital structure, pricing of selected financial instruments and corporate liabilities, and dividend policy.

Prerequisite(s): BADM 320 Corporate Finance

BADM 410 Free Enterprise and Value Creation

0 - 1-F&S

An advanced course for students focused on entrepreneurship or small business management. Students work collaboratively with faculty in researching, planning and implementing start-up business opportunities on campus. Sustainable businesses are then operated and managed under the umbrella of Houghton Student Enterprises, an agency of the Department of Business and Economics. By application only. The course may be taken multiple semesters for four credit hours toward graduation and counts as internship credit.

BADM 414 Advanced Human Resources Management

1 - 4-S

Advanced topics in human resources (HR), ethics, change management, workforce planning, talent management, competitive strategy, total rewards and HR performance metrics. The course is designed to help students catch the excitement of (and respect for) the responsibilities associated with managing the people resources of any organization, to provide the opportunity

and structure for advanced personal preparation for entry into the field of HR management, and to simultaneously prepare students to pass the Society of Human Resources Management Assurance of Learning Assessment Exam.

Prerequisite(s): BADM 314 or permission

BADM 421 Internship in Business (P/F)

0 - 6-F&S, Summer

Supervised experience in a business firm combining practical activities with integrating studies.

BADM 431 Security Analysis & Portfolio Management

.5 - 1-F&S

An advanced investment course in which students who have excelled in business, economics and/or accounting courses manage a portion of the Houghton College stock portfolio under faculty supervision. By application only. This course may be taken multiple semesters for a maximum of four credit hours toward graduation.

BADM 45 Spreadsheet Competency

0-F&S

All students majoring in any program of the Department of Business & Economics must meet a spreadsheet competency requirement. Specifically, this competency is a prerequisite for certain courses and may be demonstrated in [a number of ways](#).

BADM 481 Senior Capstone: Business Strategy & Policy

4-S

Integrates social responsibility and ethics with instruction in the strategic planning process. Ethical core values act as guidelines for development of organizational plans.

Prerequisite(s): BADM 45, senior status or permission

BADM 496 Honors in Business

3-WSP

BI 211 Biblical Literature (Adult Education)

3-WSP

Survey of the types of literature found in the Bible. Considers the origin of the Biblical texts and canon, basic issues of interpretation (hermeneutics), and an outline of the history of Israel and the New Testament church as a backdrop for the message. Literary, historical and theological aspects of selected texts will be explored. Liberal Arts.

BIBL 101 Biblical Literature

4-F&S, May

Survey of the types of literature found in the Bible. Considers the origin of the biblical texts and canon, basic issues of interpretation (hermeneutics), and an outline of the history of Israel and the New Testament church as a backdrop for the message. Literary, historical and theological aspects of selected texts will be explored. This is a prerequisite for all Bible courses and THEL 209 unless Bible competency is met. Faith Foundation: Bible. Liberal Arts.

BIBL 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

BIBL 193 New Testament Studies 1

3-F

A survey of the background and content of the Gospels and the book of Acts. The life of Jesus Christ on Earth as seen in the Gospels will be studied thematically and chronologically in light of its historical background, geographical setting, political situation and religious conditions. The book of Acts, as a continuation of the activity of Jesus through the Spirit and through the disciples of Jesus, enables students to see the mission of the Church and how that mission is to be carried out. Fall (a). Liberal Arts.

BIBL 198 Studying and Teaching the Bible

3-S

A unique blend of hermeneutics and homiletics: how to study the Bible and how to communicate the Bible. The student will develop skills in inductive Bible study, the assessment of learner needs and issues, and the design of effective Bible lessons. Emphasis is upon accurately using basic principles of observation and interpretation of the biblical text and then applying those principles toward the teaching of the Scriptures. Spring (a).

BIBL 199 Old Testament Studies 1

3-S

This course surveys the background and content of the historical books of the Old Testament—from Genesis to Esther—enabling students to gain a worldview shaped by the Biblical mission. The Old Testament will be presented using systematic, chronological, thematic and exegetical methods. Developing a biblical worldview, grasping the purpose of the Law and its typology, and witnessing the unfolding of the Messianic anticipation of Israel are emphasized. Spring (a). Liberal Arts.

BIBL 210 Old Testament Studies 2

3-S

A survey of the background and content of the poetic and prophetic books of the Old Testament: Job through Malachi. An overview will be presented with particular attention to the historical context, literary structure and theological content of each book. Spring (b). Liberal Arts.

BIBL 215 New Testament Studies 2

3-S

A survey of the background and content of the letters of the New Testament—from Romans through Revelation. These 22 books were written to teach the Church of Christ how to live out the Gospel between Christ's first and second coming, bearing witness to the reality of the good news. Spring (b). Liberal Arts.

BIBL 221 Biblical Interpretation

3-F17

A survey of the history of interpreting Scripture and various methods used, from ancient to postmodern. Students will practice on various texts and consider issues of application. Liberal Arts.

BIBL 231 Pentateuch

3-S18

Analysis of critical and historical background, literary content and development of the religion of Israel. Relevancy of contents. Liberal Arts.

BIBL 233 Jesus and the Gospels

3-F16

Jesus' life and teaching with emphasis on His eschatology and ethics, the theological distinctives of the Gospel writers, and consideration of some critical issues in interpretation. Focus is mainly on the synoptic gospels. Liberal Arts.

BIBL 251 Bible History and Geography

4-WSP

Study of the history of the Jewish people and surrounding civilizations. Old and New Testament backgrounds. Intensive study of the geography of the Holy Land. No Integrative Studies credit. Liberal Arts.

BIBL 261 Holy Land Tour

4-WSP

Through visits to cultural, historical and archaeological sites in Israel, biblical history and geography will be elucidated. Visits will be preceded by lectures and the reading of preparatory materials and followed by lectures and discussions. No Integrative Studies credit. Liberal Arts.

BIBL 270 Old Testament Historical Books

4-F17

Study of the 12 Books of History, including Joshua through Esther. Integrates critical, analytical and devotional approaches and combines inductive and lecture methods. Liberal Arts.

BIBL 272 Gospel and Epistles of John

4-F16

John's Gospel and epistles analyzed from a literary and theological perspective with attention to historical questions and the nature of the Johannine community. Liberal Arts.

BIBL 275 Women in the Bible

3-WSP

Examines biblical material that depicts the experiences of women or deals with teaching about women as a class. Explores the main social, political and religious arrangements that affected the lives of women in Scripture. Using various interpretive approaches, it considers the significance of the texts about women in their historical context and for people in the redeemed community in the current era. Liberal Arts.

BIBL 280 Poetic Books

4-WSP

Consideration of the structure and contents of Hebrew poetry and wisdom literature with a comparative study of similar genres of literature in the Near East. Liberal Arts.

BIBL 282 Pauline Epistles

4-S18

Brief overview of Paul's life followed by survey of Pauline letters (Romans through Philemon). Literary and historical analyses, occasionally supplemented by other types of study, will be used to understand Paul's message and the theology of the letters. Liberal Arts.

BIBL 295, 395 Special Topics in Bible

2 or 4-WSP

Study of select blocks or groups of Scripture related to a particular topic or theme. Liberal Arts.

BIBL 310 Old Testament Prophets I

3-S17

A study of the prophets during the period of the Monarchy as recounted in the historical and prophetic books of the 8th-7th centuries B.C., during the period of the Assyrian Empire (Isaiah, Hosea, Amos, Jonah, Micah, Nahum and Zephaniah). Covers historical context as well as literacy and theological issues. Liberal Arts.

BIBL 312 Old Testament Prophets II

3-WSP

Study of the prophets from the end of the 7th through the 5th centuries B.C., during the period of the Babylonian and Persian empires (Jeremiah, Ezekiel, Habakkuk, Obadiah, Joel, Haggai, Zechariah and Malachi). Covers historical context as well as literary and theological issues of the books. Liberal Arts.

BIBL 335 General Epistles

3-WSP

Historical and exegetical treatment of the books of Hebrews, James, 1 and 2 Peter, and Jude, focusing on key passages, theology and problems of interpretation and application. Liberal Arts.

BIBL 351 Revelation

4-WSP

An exegetical survey of the Book of Revelation. We will study the literary nature of the book, its historical context, the social conditions of the recipient churches and the application of Revelation to the modern church. Liberal Arts.

BIBL 355 Biblical Theology I

2-S

Examination of the teaching of the Old Testament, developed from the distinctive perspective of Biblical theology. Major themes and methods of inquiry. Liberal Arts.

BIBL 356 Biblical Theology II

2-S17

Examination of the teaching of the New Testament, developed from the distinctive perspective of Biblical theology. Major themes and methods of inquiry. Liberal Arts.

BIBL 360 Science and Scripture

4-WSP

Examination of the historic and current relationship between science and Scripture with a challenge of the "warfare" model that developed in the aftermath of the Darwinian controversy. A careful analysis of both science and Scripture will be made. Attention will be given to four possible ways of relating: conflict, contract, contact and confirmation. Liberal Arts.

BIBL 361 Job

2-17

Historical, doctrinal and cultural study of the book with special attention to the problem of human suffering, the afterlife in the Old Testament and the concept that success indicates divine favor. Liberal Arts.

BIBL 363 Dead Sea Scrolls

4-WSP

Study of their discovery, contents, importance, contribution to textual criticism, and influence on Judaism and Christianity with attention given to the community from which they came. Liberal Arts.

BIBL 371 Book of Acts

4-WSP

Study of the book of Acts from literary, historical and theological perspectives. Attention will be given to early church growth and contemporary relevance. Liberal Arts.

BIBL 410 Isaiah

2-WSP

A study of the historical, critical and contextual issues with an emphasis on a faith vital to our generation. Liberal Arts.

BIBL 412 Jeremiah

2-WSP

Historical, cultural background, structure and contents of Jeremiah will be studied. Attention given to Jeremiah's influence on his contemporaries and the relevance of his message for our time. Liberal Arts.

BIBL 451 Romans

2-S17

Detailed exegetical examination of Romans emphasizing literary and theological analyses formed by the context of first-century culture. Explores history of interpretation issues, developments in contemporary Pauline studies related to the letter and application to contemporary life. Liberal Arts.

Prerequisite(s): one other Bible course, 200-level or higher

BIBL 453 I Corinthians

2-WSP

An intensive study of the literary structure, historical setting and theology of I Corinthians. Liberal Arts.

Prerequisite(s): one other Bible course, 200-level or higher

BIBL 482 Senior Capstone: Senior Seminar in Bible

2-S

A discussion course focused on individual student projects addressing themes, issues or problems that bring together biblical material, the Christian tradition and contemporary concerns. Required of all Bible majors. Liberal Arts.

BIBL 496 Honors in Bible

4-WSP

Liberal Arts.

BIOCHM 480 Capstone Seminar in Biochemistry

1-S

Biochemistry Seminar, the capstone course for the biochemistry major, allows students and professors to think together about biochemistry—its current topics, history, and issues of science and faith. Liberal Arts.

Prerequisite(s): senior status or permission

BIOL 103 Fundamentals of Biology

4-WSP

Principles of biological structure and function, particularly as they relate to humans. Three lecture, three laboratory hours each week. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

BIOL 105 Conservation Biology

4-F

Principles of conservation biology including history of conservation, structure of aquatic and

terrestrial ecosystems, endangered species and extinction, management, and Christian stewardship. Labs emphasize analysis of aquatic and terrestrial ecosystems. Three lectures, three laboratory hours each week. May not be used toward the Biology major or minor. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

BIOL 151 General Biology: Organisms to Ecosystems

4-F&S

One of two foundational courses required for preparation for advanced coursework in the major and minor. Includes an introduction to plant and animal biology (including taxonomy), animal behavior, ecology and principles of evolutionary theory. Three lecture hours, three laboratory hours each week. BIOL 151 and/or BIOL 152 are prerequisites for major-level courses above 200. Liberal Arts.

BIOL 152 General Biology: Cellular Biology and Genetics

4-F&S

One of two foundational courses required for preparation for advanced coursework in the major and minor. Includes an introduction to basic biochemistry, cell biology and metabolism, and principles of genetics. Three lecture hours, three laboratory hours each week. BIOL 151 and/or 152 are prerequisites for major-level courses above 200. Liberal Arts.

BIOL 195, 295, 395, 396 Special Topics

1, 2, 3 or 4-F&S

Courses designed to meet the individual needs of advanced students in a variety of areas. Some of the courses include laboratory. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

BIOL 207 Wildlife Behavior in East Africa

4-S

Ethnology of East African wildlife including the principles of feeding and social behavior, mate selection, migrations, and communication. Lectures and two weeks of field observations at the Tanzania Field Station. Houghton in Tanzania Program. Satisfies Creation: Lab Science or 2nd

Science. Liberal Arts.

BIOL 210 Medical Terminology

3-Summer

This course provides the opportunity to learn and recognize word roots, prefixes and suffixes used in current medical professions. The meaningful combination of words (to describe and understand medical conditions) will be emphasized. Medical terms related to all major body systems will be reviewed.

BIOL 211 The Ecology of Alaska

4-S17

Study of Alaskan ecology through field experiences in Anchorage, Denali National Park, Museum of the North at Fairbanks, Tetlin Wildlife Refuge, Valdez and Kenai Fjords National Park. Research paper on Alaska ecology and a daily journal required. Estimated fee above tuition is \$2200. Liberal Arts.

Prerequisite(s): BIOL 152

BIOL 215 Local Flora and Vegetation

3-F

Field identification of local ferns, shrubs, trees and herbaceous flowering plants. Lecture covers broader vegetation ecosystems of North America. Small herbarium required. Two lecture, three laboratory hours each week. May not be used toward the Biology major or minor. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

BIOL 217 Human Anatomy and Physiology I

4-F

Systematic study of structure and function of the human organism, including microanatomy of organs. General organization of the body; basic tissues; and the integumentary, skeletal, muscular and nervous systems. Three lecture, three laboratory hours each week. Does not count for major or minor credit except where required for graduate programs and upon permission of the

department chair. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

BIOL 218 Human Anatomy and Physiology II

4-S

Sequel to BIOL 217. Endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems; acid-base and fluid-electrolyte balance. Three lecture, three laboratory hours each week. Note: BIOL 217 and 218 are designed to fulfill the certification requirements for the Physical Education major and admission requirement for some schools of nursing and physical therapy. Does not count for major or minor credit except where required for graduate programs and upon permission of the department chair. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

Prerequisite(s): BIOL 217 or permission

BIOL 232 Epidemiology

2-May17

This course will study the cause and transmission of human diseases within a population relating not only to the infectious agent but also the genetic makeup of the community and the social, behavioral, economic and cultural factors of the people affected. Lectures will address the history of public health and epidemiology including cost/benefit analyses, public health policy and the implications of case reporting to the CDC and local public health departments. The basic principles of the science of epidemiology will be addressed with an emphasis on identifying patterns; formulating testable hypotheses regarding the disease outcome; and understanding the types of epidemiological studies, clinical and community trials, and essential biostatistics involved in any experimental design. Does not count for major or minor credit in biology. Liberal Arts.

BIOL 242 Microbiology

4-F

Survey of viruses, prokaryotic organisms and fungi with theoretical and applied approaches to morphology, metabolism, genetics, biotechnology and host-parasite relations. Three lectures, three laboratory hours each week. Liberal Arts.

Prerequisite(s): BIOL 152, BIOL 251

BIOL 251 Genetics

4-F

Principles of inheritance in living organisms, including the modern concepts of “gene” action and DNA structure and function. Three lecture, three laboratory hours each week. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

Prerequisite(s): BIOL 152 or permission

BIOL 301 Field Botany

4-F

Introduction to taxonomy, systematics and ecology of vascular plants. Course includes field trips throughout Western New York and northwestern Pennsylvania, plant identification and classification, and developing an extensive herbarium. Two lecture, six laboratory hours each week. Liberal Arts.

Prerequisite(s): BIOL 151

BIOL 315 Marine Biology

4-WSP

Comprehensive study of marine ecosystems including the foundations of physical and chemical oceanography as they impact the ecology of marine organisms. Overview of structure, physiology and ecology of marine life from phytoplankton to whales. Labs cover the representative marine divisions (plants) and phyla (animals) and may include a field trip to the northeast Atlantic coast. Liberal Arts.

Prerequisite(s): BIOL 151

BIOL 322 General Ecology

4-S17

Study of the interrelationships among living organisms, their physical and biological environments, and human impacts. Laboratory introduction to ecological techniques and field studies of local and state ecosystems. Three lecture, three laboratory hours each week. Liberal Arts.

Prerequisite(s): BIOL 151

BIOL 336 Animal Behavior

4-F

Provides an introduction to the biological study of animal behavior. Lecture topics will focus primarily on why animals behave as they do and, to a lesser degree, how they get the job done. Topics to be covered include genes and behavior, learning, organization of behavior, communication, mating systems, parental investment, and cooperation. Three lecture, three laboratory hours each week. Liberal Arts.

Prerequisite(s): BIOL 151

BIOL 344 Muscle Biology in Health and Disease

4-S18

This course is a comprehensive overview of muscle biology (with an emphasis on skeletal), disease, and the regenerative capacity of muscles. The course will use an integrative approach to understanding the molecular, cellular and physiological basis of normal and altered skeletal muscle function. Discussions of current primary literature and laboratory activities will be used to further develop understanding and significance of muscle diseases and their treatments. Three hours of lecture hours, three hours of lab/discussion. Liberal Arts.

Prerequisite(s): BIOL 152, BIOL 251

BIOL 365 Immunology

4-S18

Theoretical and clinical approaches to study of innate and adaptive immune systems: antigen recognition, immune response, immune system and its pathologies. Three lectures, three lab hours each week. Liberal Arts.

Prerequisite(s): BIOL 152

BIOL 370 Molecular and Cell Biology

4-F

The course provides an introduction to the biochemistry of cells, transport across membranes, cell-to-cell signaling, organelle function and protein targeting with an emphasis on methods in molecular and cell biology. Three lecture hours and three lab hours per week. Labs will focus on molecular techniques such as cloning, PCR, generation and purification of recombinant proteins, and blotting techniques (DNA, RNA, and Protein). Liberal Arts.

Prerequisite(s): BIOL 251

BIOL 372 Comparative Animal Physiology

4-S17

An overview of how a variety of vertebrate and invertebrate animals function within their environments, engaging familiar topics of physiological interest: digestion, respiration, circulation, excretion, muscle and movement. Topics are discussed within the context of the underlying biological fundamentals that drive them, such as biochemistry, cell physiology, cell signaling and neurons. Students will understand how complicated organ systems rely on simple mechanisms. Satisfies Creation: Lab Science or 2nd science. Three hours of lecture, three hours of lab/discussion. Liberal Arts.

Prerequisite(s): BIOL 152, BIOL 251

BIOL 380 Pathogenic Microbes

4-S17

Diseases caused by common bacteria, fungi, parasites and viruses in mammals and plants. Topics include classification, immune response, pathogenesis, virulence mechanisms, host-vector-pathogen paradigm, diagnosis and control of infectious microorganisms. Discussion of current literature to further develop understanding and significance of pathogenic microbes and their diseases. Three hours of lecture, two hours of discussion/seminar. Liberal Arts.

Prerequisite(s): BIOL 152, BIOL 242

BIOL 382 Embryology and Endocrinology

4-WSP

Study of morphogenesis and biochemical processes involved in development with emphasis on

vertebrates. Three lecture, three laboratory hours each week. Liberal Arts.

Prerequisite(s): BIOL 251

BIOL 391, 392; 491, 492 Independent Study

1, 2, 3 or 4-WSP

Research under the supervision of a Biology department faculty member. Maximum total five credits. Liberal Arts.

BIOL 393 Summer Collaborative Research in Biology

1, 2, 3 or 4-Summer

Summer research in collaboration with a Biology faculty member focusing on current areas of research including immunology, pathophysiology, molecular genetics, animal behavior and forest/freshwater ecosystem analysis. Students work intensively with a faculty member over the course of four weeks during the summer. Permission of instructor required. This course has a lab fee. Liberal Arts.

Prerequisite(s): BIOL 151, 152

BIOL 394 Collaborative Research in Biology

4- F&S

Research in collaboration with a faculty member focusing on current research in areas of immunology, molecular genetics, animal behavior and forest/water ecosystem analysis. Students work in small teams reviewing literature, designing projects, performing experiments, collecting and analyzing data, and writing up their work in manuscript form. Liberal Arts.

Prerequisite(s): BIOL 151, 152, instructor permission

BIOL 475 Environmental Stewardship Seminar

1-WSP

The course focuses on examining environmental issues and problems in light of the Christian faith with the goal of developing a personal stewardship ethic. Begins with local environmental

problems and then moves to global issues and ethics. Outside speakers come from the larger community, including representatives from the NYDEC, the Nature Conservancy and local politicians. Liberal Arts.

BIOL 482 Senior Capstone: Senior Seminar

2-F

Discussions on history of biological science, ethical problems in biology and health-related issues, origins and biotechnology, and society as well as environmental issues are covered. Open only to majors. Liberal Arts.

BIOL 496 Honors in Biology

4-F&S

Liberal Arts.

BU 300 Business Writing (Adult Education)

3-S

Emphasis on improving ability to communicate effectively through writing, identification of audience and purpose, clear reasoning and rational organization, suitable wording and effective rewriting.

BU 310 Employment Law (Adult Education)

3-S

A conceptual and functional analysis of the legal framework and principles of industrial and employment relations with special emphasis on discrimination based on race, sex, age and disability; testing and performance appraisal; wrongful discharge; labor/management issues; and employee benefits.

BU 315 Work Team Dynamics (Adult Education)

3-Summer

Focus on dynamic processes affecting task-oriented work groups, including formation, development, maturity and effectiveness. Addresses goals, interactions, problem recognition, interventions and team meetings.

BU 320 Leadership Development (Adult Education)

3-S

A study of the principles of leadership found in biblical leaders, throughout history and in our own lives. Designed as an interdisciplinary course specifically to help guide personal understanding of both leadership responsibilities and leadership abilities. It is intended not only for individuals who aspire to positions of leadership or those who think they have what are normally considered “leadership” abilities but for anyone seeking to understand how to better be able to influence others for good, regardless of their profession, position, gifts or calling. Liberal Arts.

BU 325 Project Management (Adult Education)

3-Summer

The primary premise of this course is that project management concepts are fundamental to most activities undertaken by organizations and individuals. Students will learn the elements of initiating, planning scheduling, resource allocation, executing, controlling and closeout for functional projects and other management initiatives. Team leadership and team dynamics will be explored as essential elements of a successful project. Opportunities to apply technology to project management will also be addressed.

BU 330 Leading Change (Adult Education)

3-Summer

Examination of the critical factors for managing organizational change successfully—that is, to become more productive and competitive. Topics to be discussed include driving forces for change, common approaches to change initiatives, the competencies required to be effective change leaders and managers, the effect of change on an organization’s stakeholders, and the measurement of results. Case studies will be used, and there will be heavy reliance on student experience with change initiatives in their own organizations.

BU 400 Fundamentals of Management (Adult Education)

3-Summer

Effective reasoning and decision-making for organizational managers. Assessment and development of individual managerial competencies, involving leadership styles, ethical perspectives, problem solving, stating goals and objectives, and strategic and tactical planning.

BU 410 Human Resources Management (Adult Education)

3-S

Perspectives on traditional, current and emerging practices in human resources management, including matters related to economics, law, psychology, sociology, and programs and policies used in employee management.

BU 415 Staffing and Performance Management (Adult Education)

3-Summer

Examination of recruiting, selection and performance appraisal and an understanding of all facets of performance management including training and development, developing reward systems, performance measurement, equal employment practices, counseling, and promotion processes. Discussions will also include strategies to recruit, retain and develop a diverse workforce.

Prerequisite(s): BU 310

BU 417 Business Ethics (Adult Education)

3-WSP

Ethics-related aspects of the business decision-making process. Students will address a variety of topics, including theoretical underpinnings of ethics, stakeholders, decision-making strategies and utilization of such strategies in specific areas such as shareholder and employment relations, marketing, and globalization. The emphases of the course are issue recognition, application of ethical principles and analysis of the consistency of corporate decision-making process with such principles.

BU 420 Employee Training and Development (Adult Education)

3-Summer

An examination of employee training and human resource development in various organizations. Topics include the development, administration and evaluation of training programs; employee development; career development; and organizational change. Issues in employee development (including assessment of employee competencies, opportunities for learning and growth, and the roles of managers in employee development) are explored.

Prerequisite(s): BU 310

BU 425 Managing Total Rewards: Compensation and Benefits (Adult Education)

3-Summer

This course explores the concept of total rewards along with its fundamental elements and strategic prevalence in attracting, motivating and retaining valued employees. Additional focus will be allocated to compensation and benefits, relevant philosophies, designs, and best practices, incorporating latest issues/trends along with their potential implications. Students will participate in strategic goal and program development, examining how total rewards, compensation and benefit designs impact individual/organization performance and contribute to defining organization culture.

Prerequisite(s): BU 310, BU 410

BU 475 Organizational Development (Adult Education)

3-F

Development of theory and innovative practice relevant to leadership and organizational change. Major topics include change processes within organizations; intervention strategies in organizations to improve their effectiveness; studies of such interventions; the roles of change agents; and problems of self-awareness, responsibility and the political consequences of organizational development theory and practice.

CHEM 113 Elements of Biochemistry

4-WSP

Forms and functions of chemicals in life. Fundamentals of inorganic, organic and biological chemistry with contemporary applications. Also designed for pre-nursing students. Three lecture, three laboratory hours per week. Liberal Arts.

CHEM 121 Impact: Science on Society

3-WSP

Interrelationships among science, modern society and Christianity. Nature and limitations of science. Political and social decisions with a scientific component. In-depth analysis of several areas in which science plays a critical role in contemporary life. Satisfies Creation: 2nd Science. Liberal Arts.

CHEM 151 General Chemistry I

4-F

Theories and principles of modern chemistry: stoichiometry, atomic theory and structure, bonding, properties of matter, and descriptive chemistry of some important elements. Laboratory devoted to synthesis, analysis and experiments based upon principles developed in lecture. Three lecture, three laboratory hours per week. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

CHEM 152 General Chemistry II

4-S

Continuation of CHEM 151; description and control of chemical reactions (equilibrium, thermodynamics, kinetics, electrochemistry, coordination compounds, nuclear and organic chemistry). Laboratory designed to illustrate principles developed in lecture. Three lecture, three laboratory hours per week. Liberal Arts.

CHEM 187 Introduction to Nutrition

3-F

Digestion, metabolism and nutrition of normal individuals. Essentials of adequate diets and food sources of nutrients and nutritional comparison of food in relation to normal and modified diets. Does not count for major or minor credit. If taken with CHEM 188, satisfies Creation: Lab Science. Without CHEM 188, satisfies Creation: 2nd Science. Liberal Arts.

CHEM 188 Introduction to Nutrition Laboratory

1-F

This laboratory is designed to parallel the structure of CHEM 187, demonstrating at a hands-on level the components, concepts and stewardship of contemporary nutrition. Three lab hours per week. With CHEM 187, satisfies Creation: Lab Science.

CHEM 221 Contemporary Organic Chemistry

4-WSP

For Pre-Nursing, Pre-Medical Technology, and Biology BA majors. Fundamentals of organic chemistry with emphasis on structure, reactions and properties of organic molecules. Three lecture, three laboratory hours per week. Liberal Arts.

Prerequisite(s): CHEM 151 or CHEM 113

CHEM 241 Organic Chemistry I

4-F

Modern organic chemistry: relationships between organic molecular structure and chemical reactivity, mechanisms of molecular transformations, and synthesis and spectroscopy. Three lecture, four laboratory hours per week. Liberal Arts.

Prerequisite(s): CHEM 152

CHEM 242 Organic Chemistry II

4-S

Modern organic chemistry: relationships between organic molecular structure and chemical reactivity, mechanisms of molecular transformations, and synthesis and spectroscopy. Three lecture, four laboratory hours per week. Liberal Arts.

Prerequisite(s): CHEM 241

CHEM 277 Analytical Chemistry

4-F17

Principles of gravimetric, volumetric and electroanalytical methods of analysis. Acid base,

precipitation, complexometric and redox titrimetry. Quantitative methods based on absorption of radiation. Statistical treatment of data. Laboratory: analysis of unknown samples. Three lecture, four laboratory hours per week. Liberal Arts.

Prerequisite(s): CHEM 152

CHEM 278 Chemical Instrumentation in Research

4-S

Instrumental methods of analysis. Principles and application of various types of spectroscopy (including UV-VIS, IR and NMR), atomic absorption and emission, mass spectrometry, thermal and electrochemical methods of analysis, etc. Three lecture, four laboratory hours per week. Liberal Arts.

Prerequisite(s): CHEM 277

CHEM 286 Special Topics in Chemistry

2-S

An introduction to areas of chemistry not treated in other courses. Topics have included the following: medicinal, forensic, nutritional, environmental and clinical chemistries. Consult the department for the topic offered in any given year. Liberal Arts.

Prerequisite(s): CHEM 241

CHEM 291, 292, 391, 392; 491, 492 Research in Chemistry

1, 2, 3 or 4-WSP

Liberal Arts.

CHEM 332 Biochemistry I

3-S

Structures, functions and metabolic relationships of representative compounds involved in life processes. Brief introduction to enzymology, inborn errors, regulation of metabolism, nutritional implications and clinical applications. Liberal Arts.

Prerequisite(s): CHEM 221 or CHEM 241

CHEM 333 Biochemistry II

3-WSP

Advanced topics in protein structure and integration with DNA as well as metabolism. Students will gain an appreciation of DNA engineering: molecular basis for protein function, regulation of protein activities and proteomics. The course will include selected topics in physical biochemistry such as thermodynamics, kinetics, molecular spectroscopy, solutions and equilibria, ligand interactions, and molecular modeling. Liberal Arts.

Prerequisite(s): CHEM 332

CHEM 334 Biochemistry Laboratory I

1-S

Introduction to biochemical laboratory techniques for the identification, isolation, and purification of proteins and enzymes. Students will gain exposure to centrifugation, electrophoresis, ELISA and chromatographic techniques (size exclusion, affinity and ion-exchange). Methods commonly utilized for the measurement of enzymatic activities, both spectroscopic and chemical, will be developed. Liberal Arts.

CHEM 335 Biochemistry Laboratory II

1-WSP

Advanced laboratory techniques in protein and enzyme isolation and purification, spectroscopic measurement of enzyme kinetics, ligand binding, and modification of enzyme activity via genetic manipulation will be utilized. Selected techniques in physical biochemistry and modeling are introduced. Liberal Arts.

Prerequisite CHEM 334

CHEM 343 Advanced Organic Chemistry

4-F17

Theoretical and physical organic chemistry. Interrelationship of structure and reactivity, dynamics

of organic reactions, methods of synthesis, current topics of special importance to organic chemistry and introduction to current original publications in organic chemistry. Liberal Arts.

Prerequisite(s): CHEM 242

CHEM 352 Physical Principles of Chemistry

3-F

For students whose major interests lie in medicine, biology or secondary education. A one-semester, less mathematically oriented introduction to physical chemistry offering a core of concepts related to life processes. Three lecture hours per week. Liberal Arts.

Prerequisite(s): CHEM 242

CHEM 361 Physical Chemistry I

4-F16/S17

Theoretical aspects of principles of chemistry: derivation and application with emphasis on thermodynamics, kinetics and molecular structure. Practical applications in laboratory. Three lecture, four laboratory hours per week. Co-requisite: MATH 241 or MATH 225. Liberal Arts.

Prerequisite(s): CHEM 152, PHYS 151, PHYS 152

CHEM 362 Physical Chemistry II

4-F16/S17

Theoretical aspects of principles of chemistry: derivation and application with emphasis on thermodynamics, kinetics and molecular structure. Practical applications in laboratory. Three lecture, four laboratory hours per week. Co-requisite: MATH 241 or MATH 225. Liberal Arts.

Prerequisite(s): CHEM 152, PHYS 151, PHYS 152

CHEM 393 Summer Collaborative Research in Chemistry

1, 2, 3 or 4-Summer

Summer program of research in chemistry with a member of the chemistry faculty. Students work individually or together to explore the literature, perform analyses, design and perform

syntheses, and report their results orally and in writing. Liberal Arts.

Prerequisite(s): CHEM 152

CHEM 453 Advanced Inorganic Chemistry

4-F16

Theories of atomic and molecular structure and bonding with emphasis on organometallic chemistry, descriptive chemistry of the elements and current topics of special importance. Liberal Arts.

Prerequisite(s): CHEM 152

CHEM 482 Senior Capstone: Chemistry Seminar

1-S

Journal reports and discussion of recent developments in chemistry and issues of science and faith. Liberal Arts.

Prerequisite(s): senior status or permission

CHEM 496 Honors in Chemistry

4-WSP

A special individual research project completed in a Chemistry major's senior year, resulting in a publishable undergraduate thesis. Liberal Arts.

CLLS 102 College Study Methods (P/U)

1-F&S

Improves study habits: reading textbooks, taking notes, improving memory, preparing for and taking exams, writing research papers, and time management. For any student who wishes to work to his or her full potential.

CLLS 202 Transitions 102 Group Leadership (P/U)

0 - 2-F

Faculty- and staff-supervised training and experience leading groups of first-year students in discussion sessions and other coursework as part of the Transitions 102 course. For sophomores, juniors and seniors, chosen by application in the prior year.

CLLS 203 PSL: RA Training and Experience (P/U)

0 - 1-F&S

Special training course in spring and August with credit awarded after in-service training for the fall. Students will be introduced to key topics related to Residence Life and Housing and receive training specific to the Resident Assistant position at Houghton College.

CM 210 Interpersonal Communication (Adult Education)

3-S

Principles and application of interpersonal skills in the context of friendships and families. Includes personal and relational awareness, person perception, verbal and non-verbal communication, relational development, and gender communication. Liberal Arts.

CM 331 Marketing Principles (Adult Education)

3-WSP

An overview of consumer behavior and strategies related to product development, pricing, promotion and distribution of consumer and business products and services in both domestic and international markets.

CM 342 Advertising Principles (Adult Education)

3-WSP

Overview of the advertising field and how it functions in society. Studies research, strategies, methods, creativity and media planning. Typically includes case study.

Prerequisite(s): CM 331

CM 356 Marketing Research (Adult Education)

3

Study of the techniques used in collection and analysis of secondary and primary data and use of that format for decision-making in a marketing environment. Student teams work on real business marketing research projects.

Prerequisite(s): CM 331

CM 430 Integrated Marketing Communications (Adult Education)

3

Focuses on both the theory and practice of blending strategies and tactics within the discipline of market communications. Explores ways to unify disparate initiatives with marketing, advertising, public relations, sales promotion, branding and event management to achieve maximum, coordinated effectiveness in the marketplace. Prepares students for today's workplace by studying the manner in which current organizations practice marketing for cost-effective results. While Marketing Principles touches on public relations and sales promotion, this course will include a more thorough study of these areas so students are prepared for today's marketing environment.

Prerequisite(s): CM 342, CM 331

CMIN 193 Spiritual Formation

3-F

An introductory overview of the dynamics involved in the formation of mature character in the life of the Christian leader. This course will help students to understand and articulate a biblical theology of personal spiritual growth and renewal, grasp the nature of the Gospel's transforming power, and understand the role of spiritual disciplines in one's spiritual growth. Liberal Arts.

CMIN 196 Theological Studies 1

3-S

This course is designed to offer the students a critical and thorough understanding of the basic truths of Christianity. As an introductory course, the "non-negotiable" elements of Christian theology are stressed, such as the importance of the Bible, the existence and being of God, the

person of Jesus, and the human condition. Spring (a). Liberal Arts.

CMIN 197 Missional Thought & Behavior

3-F

This course is designed to introduce students to the profoundly missional nature of the Church and how they might intentionally adopt missional behaviors in their own lives, becoming partners in the Church's mission in the world. Fall (a).

CMIN 220 Introduction to Biblical Counseling

3-Summer

This course is designed to provide a foundation for counseling within the context of ministry by teaching the basic tenets of biblical discipleship and counseling. It is designed to equip the student with the biblical training, skills and knowledge necessary to minister to others needing help with life issues. Students will gain an understanding of what is meant by the term "Biblical Counseling" and how it differs from other counseling models. Summer (b).

CMIN 230 Theological Studies 2

3-S

This course is the continuation of Theological Studies I. Theological doctrines covered in this course include the atonement and salvation through Christ, the person and work of the Holy Spirit, the nature and mission of the Church, and the hope of Christ's return and triumph of God's plan for creation. Spring (b). Liberal Arts.

CMIN 250 Ministry Leadership

3-May

This course is designed to provide an examination of models of leadership for Christian ministries, emphasizing practical issues such as developing mission and vision statements; creating effective leadership teams; and the strategic planning, implementation, and oversight of ministries. Summer (a).

CMIN 256 Church History

3-May16

A survey of the story of the Christian Church from its origins in the book of Acts through its struggles with the Roman Empire, the consolidation of the Roman Papacy in the Middle Ages, the Protestant Reformation and Roman Catholic Counter-Reformation, Christianity's spread to the North and South American continents, and the ongoing challenges of the Church in the contemporary world. Summer (a), alternating years. Liberal Arts.

CMIN 289 Ministry Internship

3-F&S, Summer

An eight-week experience of working with various ministries of The Chapel designed to give the student exposure to particular aspects of ministry and to help determine future areas of service. Students will be supervised and evaluated by members of The Chapel staff. Arrangements for internships should be made through the Director of the Renovation Institute.

COLP 401-402 Collaborative Performance

1, 2, 3 or 4-F&S

Preparation and presentation of joint performances in a variety of keyboard, instrumental and vocal combinations.

COMM 101 Presentational Speaking

2-F&S

Studies in the basic concepts of effective communication. Emphases on oral presentation skills, organization of information, use of evidence and audience analysis. Deliver demonstrative, informational and persuasive speeches. Satisfies Community: Communication. Liberal Arts.

COMM 105 Introduction to Human Communication

3-Houghton in Buffalo

An introduction to the fundamental components of the human communication process. This course focuses on enhancing communication competence by developing knowledge and skills

critical to effective communication, equipping students to achieve their objectives in a variety of communication situations. Emphasis on oral proficiency in dyadic, group and public communication settings. Offered at the Symphony Circle Location. Liberal Arts.

COMM 111 Oral Interpretation and Drama

3-F, Houghton Academy

A course designed to help students understand drama, create captive audiences, and communicate a message effectively through oral interpretation and dramatic performance. Students will gain skill in comprehending literary texts, communicating with an audience, sharing faith through storytelling and writing creatively. Taught at participating high schools to their selected qualified students. Satisfies Community: Communication. Liberal Arts.

COMM 205 Introduction to Communication Theory

4-S

This course provides a foundation for subsequent communication courses by introducing the major theories that help to explain human communication behavior. The course encourages students to see theorizing both as a formal, systematic approach to learning and as an informal activity in which we all engage. Through practical application, the course emphasizes the understanding, evaluation and use of communication theories in daily life. Satisfies Community: Communication. Liberal Arts.

COMM 207 Introduction to Pro Tools

3-F

Introduction to Pro Tools sound and recording software. Foundational skills necessary to record, edit and mix at a basic level using a DigiDesign Pro Tools system. Focus: fundamental tools and techniques through demonstrations, real-world examples and frequent hands-on assignments. Successful completion prepares students to take the Pro Tools 101 DigiDesign Certification exam. This course has a lab fee. By permission of instructor.

COMM 208 Pro Tools Production I

3-S

Continued study of Pro Tools: expanding range of tools and techniques. Focus: expanded hardware and software configurations, developing versatile tools for manipulating and editing both audio and MIDI data, and implementing various techniques to facilitate larger and more sophisticated mixing scenarios, again through real-world examples and frequent hands-on assignments that will enhance your capabilities in all aspects of Pro Tools production. Successful completion prepares students to take the Pro Tools 110 DigiDesign Certification exam. This course has a lab fee.

Prerequisite(s): COMM 207

COMM 214 Introduction to Mass Media

4-F

Overview of the mass communication process and its application to mass media. Considers history, technological development, social implications, business functions and legal aspects of mass media. Satisfies Community: Communication. Liberal Arts.

COMM 215 Interpersonal Communication

4-F

Principles and application of interpersonal skills in the context of friendships and families. Includes personal and relational awareness, person perception, verbal and nonverbal communication, relational development, and gender communication. Satisfies Community: Communication. Liberal Arts.

COMM 216 Organizational Communication

3-F

Development of communication skills applicable within organizations: understanding communication channels, interviewing strategies, task-oriented groups, business and sales presentations, conducting effective meetings, and conflict management. Satisfies Community: Communication. Liberal Arts.

COMM 218 Marketing Principles

4-F

Factors in product development, pricing, distribution, and promotion of consumer and business goods and services.

COMM 224 Time, Motion and Communication

4-F

This course is an introduction to the foundational concepts of communications design in which time is an important formal element. Studio work will explore how images and design change over time in ways that enhance narrative or interactive communication: time and motion explored as formal properties, history of time-based communication and interactivity, and extensive studio work developing key concepts in time and communication. Liberal Arts. This course has a lab fee.

COMM 228 Digital Video I

4-F&S

This course is an introduction to the movie-making process using digital tools. Students will learn the basics of managing digital workflow and software interface, using a digital video camera, editing in Final Cut Pro, and saving final output to DVD. Also covered are basic principles of storytelling, location production, integration of titles and audio, critique and production skills, and output and archiving. This course has a lab fee.

COMM 232 Introduction to Web Communication

4-S

This course is an introduction to the design, hosting and maintenance of webpages. Foundational concepts of composition and design, use of color, multimedia, accessibility, and good user interface design are covered in a project-based studio. Suitable for any major and discipline with an emphasis on projects useful to Communication majors (online Web gallery, portfolio, video, blogging, etc.). This course has a lab fee. Liberal Arts.

COMM 244 Oral Performance of Literature

4-F16

Emphasis on the selection and analysis of literary texts in preparation for presentation in both traditional oral interpretation and Readers Theater formats. Development of vocal and physical skills for reading texts in a variety of literary styles, including prose, poetry, scripture, drama and children's lit. Satisfies Community: Communication. Liberal Arts.

COMM 283 Introduction to Digital Photography

4-F&S

An introduction to the fundamentals of digital photography, including camera operation, file management and digital printing. Students will explore photography as a visual language through personal expression, principles of composition and the medium's contemporary history. Format includes discussions, demonstrations, critiques, lectures and student presentations. Satisfies Culture: Art. This course has a lab fee.

COMM 284 Introduction to Digital Imaging

4-F&S

Introduction to the tools and concepts of creating and manipulating images with digital technology. The primary software application is Adobe Photoshop. Instruction is project-based and relies on class critique. Students also learn to recognize digital equivalents of traditional art styles, techniques and forms. This course has a lab fee. Culture: Fine Arts.

COMM 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

COMM 295, 395 Special Topics in Communication: Lecture-Based or Studio-Based

2-4-WSP

Opportunity for study of issues and problems not covered elsewhere in the curriculum. Liberal Arts.

COMM 314 New Media and Society

4-S

This course explores the ways in which computing and digital communication tools, along with the Internet, are transforming culture and society. Includes a history of the Internet and personal computing and examines critical writing from a range of perspectives on the potentially positive and negative aspects of technology-influenced trends. Liberal Arts.

COMM 316 Advanced Presentational Speaking

2-F17

The preparation and delivery of various kinds of problem-solving presentations including problem analysis, policy justification, policy rejection and hostile audience. Emphasis on content, structure and delivery. Liberal Arts.

Prerequisite(s): junior or senior status

COMM 319 American Public Address

4-S18

This course studies the public discourse of political speeches and popular culture from the colonial era to the present. A careful analysis of speech texts and the historical contexts in which they were delivered will help students become more careful consumers of public messages, build critical skills, improve understanding of key issues in American history and how those issues were debated, and increase appreciation for the importance of rhetoric in a democratic society. Satisfies Community: Communication. Liberal Arts.

COMM 324 Advertising and Public Relations Principles

4-F

An overview of the theory behind both related practices including the development, management and implementation of creative communication initiatives and campaigns. The course focuses first on advertising and then on public relations and concentrates on understanding their shared and unique roles in the important area of public communication.

Prerequisite(s): COMM 218, BADM 319

COMM 328 Digital Video II

4-F17

This course is a continuation of Digital Video I and is intended to expand upon the skills and techniques introduced in that course, adding more advanced editing techniques to the student's skillset. Techniques such as multi-camera production, compositing, green screen and videoblogging are introduced. Students are encouraged to prepare film festival submissions. The course presents an outline of cinematic communication history. This course has a lab fee.

COMM 330 Conflict Management

3-S

An introduction to conflict management that balances coverage of major theories with practice in communication skills and conflict intervention techniques (e.g., assertiveness training, mediation, negotiation). Focus on experiential learning with heavy emphasis on written analysis that includes analytical journaling and analysis of scientific journal articles. Liberal Arts.

COMM 335 Integrated Marketing Communication Seminar

3-S

A culminating study of how marketing-communication disciplines coalesce to form powerful branding campaigns in business and not-for-profit organizations. The course examines case studies of various integrated marketing communication projects and initiatives and analyzes approaches and outcomes.

Prerequisite(s): COMM 324, COMM 218, BADM 319

COMM 380 Lighting for the Still and Moving Image

4-F

A studio class examining the technical and practical aspects of lighting for photography and video. Students will learn to assess the qualities of light and how to effectively use strobe, continuous and natural lighting on location and in the studio. This course has a lab fee.

COMM 384 Digital Imaging II

4-F16

Advanced techniques in compositing, painting, graphics and content expression using 2D digital computer software such as Adobe Photoshop. Creative studio lab work will focus on individual and collaborative digital imaging projects for print or electronic distribution. Coursework conceptualizes the image as a powerful artistic and communication mode of discourse. Presentations, demonstrations and intensive group critiques offer a chance for students wishing to pursue more advanced skills in using the computer as an expressive imaging tool. This course has a lab fee.

Prerequisite(s): COMM 284

COMM 389, 489 Communication Internship

1, 2, 3 or 4-F&S, Summer

Experience in an applied communication field. Course tailored to individual students' needs and interests.

COMM 410 Media Arts: Advanced Projects

4-S

This is a single-project course tailored to the individual interests, vision and production decisions of the student. The course is adapted for individual mentoring and one-to-one faculty-student interaction. Project-based instruction explores the advanced needs of a student while honing digital production and editing skills. Features of the course include single short production, extensive group critiques, field trips and guest lectures, study of advanced motion graphics, and discussion of career applications. This course has a lab fee.

COMM 417 Senior Capstone: Seminar in Public Communication

4-S

Analysis of specific public communication situations, such as social reform movements, political discourse, campaign rhetoric, war rhetoric, the documentary and the role of media in shaping discourse in contemporary society. Liberal Arts.

COMM 479 Photographic Concepts and Practices

4-S18

An advanced projects course that allows students to refine and focus their work within one of several genres of photography. The course will examine professional practices, including establishing a photography business, marketing techniques, creating estimates and invoices, and copyright issues. Students will develop a cohesive portfolio through group discussions and critiques. This course has a lab fee.

COMM 496 Honors in Communication

4-S

Liberal Arts.

COMP 101-102, 201-202, 301-302, 401-402 Composition

1, 2, 3 or 4-F&S

Original composition in various forms, genres and styles.

CONC 101-102 Conducting, Choral

1, 2, 3 or 4-F&S

CONC 401-402 Advanced Conducting, Choral

1, 2, 3 or 4-F&S

Preparation of material for a major choral ensemble and actual experience directing the ensemble.

Prerequisite(s): MUS 229, 329, participation in ensemble, permission of ensemble director

CONI 401-402 Advanced Conducting, Instrumental

1, 2, 3 or 4-F&S

Preparation of material for a major instrumental ensemble and actual experience directing the

ensemble.

Prerequisite(s): MUS 229, 430, participation in ensemble, permission of ensemble director

CRFM 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

CRFM 227 Sports Ministry: The Integration of Faith and Sport

3-WSP

Students will develop an understanding of the sports culture and learn how the gospel can be effectively communicated within this context. They will consider sociological factors, historic developments and the biblical text in order to build a theological foundation for the practice of sports ministry. Church and parachurch organizations will be examined as well as evangelism and discipleship methodologies. Students will practice communication skills within sports ministry settings.

CRFM 231 Foundations of Educational Ministry

2-S18

Historical, philosophical and theological developments of religious and Christian education in relation to the practice of ministry.

CRFM 275 Methods & Administration of Sports Ministry

3-S17

Students will evaluate sports ministry strategies within local church, parachurch, mission and educational settings. They will review and develop curriculum and programs for use within these settings. Students will develop communication skills for a sports audience and will examine evangelism and discipleship methods.

CRFM 325 Bible Study and Teaching Methods

2-S17

Survey of methods of Bible study and approaches to teaching/learning. Emphasizes lesson design, planning and presentation, small group leadership, and curricula.

CRFM 331 Christian Formation of Children

2-F

To gain an understanding of the process of faith formation during childhood and to examine effective methods for fostering this formation both in and around the faith community.

CRFM 332 Christian Formation of Youth

2-S18

An examination of the theory and practice behind guiding the spiritual lives of adolescents with particular emphasis upon the evangelistic and nurturing (discipling) tasks. Time-tested and innovative practices of adolescent spirituality will be covered. An overview of adolescent culture will be given, aimed at enabling spiritual directors of youth to understand some of the unique elements of enabling the faith journeys of young people.

CRFM 333 Christian Formation of Adults

2-F

To gain an understanding of the process of adult faith formation in the various adult phases of life (young, middle, older) and to examine effective methods for fostering this formation, both in and around the faith community.

CRFM 341 Theological Explorations in Youth Cultures and Ministry I

2-F16

A theological investigation into the religious and spiritual lives of American youth with special reference to the contexts of family, peer relationships, school and church. This course asks questions such as, "What does the religious and spiritual landscape of American young people in early 21st century look like? How do young people relate to organized religion? How is the current interest in spirituality related to the search for meaning in their lives? What connections do young

people make between religion or spirituality and social concerns? How can this religious and spiritual interest and impetus be theologically engaged from a Christian perspective with a view to effective youth ministry?"

CRFM 342 Theological Explorations in Youth Cultures and Ministry II

2-F16

Helps students develop the skills to critically engage, from a Christian theological perspective, popular culture "texts" (e.g., films, television shows, music) and trends (e.g., networked publics, body modification) with a view to effective youth ministry.

CRFM 350 Foundations of Youth Ministry

2-S18

Eclectic, descriptive and critical examination of theory and practice of contemporary youth evangelism and discipleship in selected church and para-church models, including denominational programs, Campus Life and Young Life.

CSCI 115 Perspectives on Computing

4-WSP

An overview of how computers process, transmit and store information. Designed for the non-major and includes many applications and issues found in contemporary culture—for example, privacy issues related to databases maintained by insurance companies or protection of intellectual property in light of increasingly popular file sharing applications. There are no prerequisites. This does not count toward a major or minor in computer science. Liberal Arts.

CSCI 211 Programming I

4-F

This course covers the fundamentals of object-oriented programming and functional programming utilizing the Scala programming language. This first course provides students with basic programming concepts in Scala, including basic data structures, operators, control structures, methods, objects, classes, inheritance, polymorphism, functions, high-order functions,

types and pattern matching. Satisfies Creation: 2nd Science.

CSCI 214 Discrete Mathematics

2-F17

Introduction to discrete mathematical topics: equivalence relations, partial orders, functions, recurrence relations, counting, introduction to probability, graphs and introduction to algorithm analysis. Liberal Arts.

Prerequisite Course: MATH 210

CSCI 218 Programming II

4-S

This course extends the concepts learned in Programming I. It covers some advanced features of Scala including file processing, exceptions, threads, type parameters, advanced types, graphic user interface and implicits.

Prerequisite(s): CSCI 211

CSCI 226 Computer Architecture

4-WSP

Structure and internal organization of digital computers. Machine language and assembly language, representation of numbers, CPU organization, subroutines and linkage. Liberal Arts.

Prerequisite(s): CSCI 211 or equivalent proficiency

CSCI 236 Data Structures and Algorithms

4-F (not F17)

This course covers the fundamental data structures of computer science and accompanying algorithms. Linked Lists, Stacks, Queues, Binary Trees, Priority Queues, Heaps and other ADTs will be included. Classical sorting and searching algorithms will be learned and implemented.

Prerequisite(s): CSCI 218

CSCI 245 Software Engineering

4-WSP

This course covers both a theoretical and a practical foundation in software engineering. In the theoretical part, it covers principles and methods of software engineering, including requirements, specification, design, implementation, testing, validation, operation and maintenance. In the practical part, it covers the development of software products from an industry perspective, including generation of appropriate documents. Liberal Arts.

Prerequisite(s): CSCI 218

CSCI 295, 296, 395, 396, 495 Special Topics in Computer Science

1, 2, 3 or 4-WSP

Previous topics include bioinformatics, computer security, neural networks, machine learning, C# and NET. Liberal Arts.

CSCI 312 Computational Statistics

4-WSP

Computational statistics course introduces computational methods to solve statistical problems. The topics will include classical tests, statistical modeling, regression, analysis of variance and covariance, analysis of count data and proportion data, time series analysis, survival analysis, and Monte Carlo methods. Liberal Arts.

Prerequisite(s): CSCI 236

CSCI 315 Big Data and Cloud Computing

4-WSP

The course introduces analyzing big data with Apache Spark. The first part of the course presents the characteristics of big data and the challenges of processing it. The second part covers the major components of Spark: streaming to process real-time data streams, SQL and Data Frames to support for structured data and relational queries, MLlib: built-in machine learning library, and GraphX for graph processing.

Prerequisite(s): CSCI 236

CSCI 326 Operating Systems

4-WSP

A study of computer architecture at the register level. Management of the processor, memory, peripheral devices and information. Interrelationships of architecture and operating systems. Performance evaluation. Exposure to system manager responsibilities in UNIX and Windows. Liberal Arts.

Prerequisite(s): CSCI 226 and CSCI 236 or permission

CSCI 328 Foundations of Computing

4-WSP

This course covers the introduction to the classical and contemporary theory of computation including regular, context-free and computable (recursive) languages with finite state machines, pushdown automata and Turing machines. It also covers the historical reasons and the need that gave rise to many different programming languages and discusses the features of the most successful and more influential of them. The similarities and differences among procedural, functional and object-oriented logic as well as parallel programming languages will also be covered. Liberal Arts.

CSCI 336 Programming III

4-WSP

This course covers J2EE (Java Enterprise Edition). The topics will include how to develop n-tier applications and design various application architectures based on the J2EE platform as well as enterprise technologies: JDBC, RMI, JNDI, EJB, JMS and JINI.

Prerequisite(s): CSCI 236

CSCI 340 Databases

4-WSP

Introduction to relational databases. Fundamentals of database and query design. Database management topics include security, integrity and concurrency techniques. Use of relational database software (including SQL) for application projects. Topics include decision- and object-based databases. Exposure to database manager responsibilities. Liberal Arts.

Prerequisite(s): CSCI 218 or permission

CSCI 345 Machine Learning

4-F16

This course provides a broad introduction to machine learning, which teaches computer programs to extract knowledge from data. The topics include supervised learning (generative/discriminative learning, classification, regression, neural networks and support vector machines), probabilistic learning, unsupervised learning, evolutionary learning and reinforcement learning. Liberal Arts.

Prerequisite(s): CSCI 336

CSCI 391, 392; 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

CSCI 393 Summer Collaborative Research in Computer Science

1, 2, 3 or 4-Summer

Students work individually or in small teams reviewing literature, solving challenging problems in biology using machine learning and data mining algorithms and techniques from computer science, and describing their work in written form. The course focuses on interdisciplinary research covering mathematics, statistics, computer science and computational biology. May be repeated for credit. Liberal Arts.

Prerequisite(s): Permission from instructor

CSCI 420 Networking

4-F17

An introduction to the basics of data communication and networking. Topics include the OSI model, physical processes used for digital transmission, standardization, local area networks, the network protocols and network applications. Exposure to network manager responsibilities in UNIX and Windows NT. Liberal Arts.

Prerequisite(s): CSCI 326 or permission

CSCI 480 Senior Capstone: Computer Science Seminar

4-S (not S17)

For seniors, except by permission. Required of all computer science majors. Liberal Arts.

CSCI 496 Honors in Computer Science

4-WSP

Liberal Arts.

DSCI 211 Data Science I

4-F

Introduces the data science process, focusing on data collection and storage, data processing, data mining, learning, and analysis: pattern learning, supervised learning, unsupervised learning and semi-supervised learning along with legal and ethical issues in the full life cycle of data science. Data Science I and II together intend to teach the full spectrum of data science. Liberal Arts.

DSCI 212 Data Science II

4-F17

Continuing focus on data mining, learning and analysis: evolutionary learning, statistical learning, data streaming learning, data visualization and communication, and legal and ethical issues in the full lifecycle of data science. Data Science I and II together intend to teach the full spectrum of data science. Liberal Arts.

Prerequisite(s): DSCI 211

DSCI 289, 389, 489 Internship in Data Science

0-6-WSP

A supervised experience in a data science setting combining practical activities with integrating studies. Liberal Arts.

DSCI 380 Collaborative Research in Data Science

0 - 4-WSP

Students contribute to a data science project as part of a team of students and at least one faculty member. Each student takes primary responsibility for at least one component of the data science pipeline. The course may be repeated for credit up to four times. Liberal Arts.

Prerequisite(s): instructor permission

DSCI 480 Senior Capstone Seminar in Data Science

4-S

Analysis, assessment and application of data science knowledge and skills. Liberal Arts.

ECON 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

ECON 210 Principles of Microeconomics

3-F

Scarcity, economic method, demand and supply, elasticity, consumer and producer theory, models of product market structure, economic institutions, and selected topics on faith integration, economics and ethics, economic systems and perspectives, and public economics. Satisfies one Community. Liberal Arts.

ECON 211 Principles of Macroeconomics

3-S

Circular flow of income and expenditure in a market economy with government, financial and

foreign sectors. Economic method, demand and supply, national income accounting, inflation, unemployment, business cycles, theories of aggregate price and output determination, fiscal and monetary policy, and the government budget. Satisfies one Community. Liberal Arts.

ECON 212 International Economics

3-S18,20

International trade, international finance and government policies regarding trade and finance. Why nations trade, protectionist policies, multinationals, financing trade, exchange-rate determination, and international trade and finance in developing nations. Satisfies Community: Economics. Liberal Arts.

Prerequisite(s): Econ 210 and 211 or permission

ECON 213 American Economic History

3-F16,18

History of U.S. economy up to the present with emphases on the European background, early settlements, British rule, costs and benefits of the Revolutionary War, economic aspects of the Constitution, the early national period, Northern industrialization versus Southern agriculture for export, slavery, costs and benefits of the Civil War, recovery, urbanization, immigration, industrialization, WW I, '20s boom, the Great Depression and WWII. Covers economic progress and crises in finance, trade, industry, agriculture, labor markets, land use, law and government. Satisfies Community: Economics. Liberal Arts.

ECON 237 Comparative Economic Systems

3-F17,19

Examination of alternative economic systems, comparing the U.S. economic system with other economies along the capitalist-socialist spectrum and describing the institutional bases for such comparisons. Satisfies Community: Economics. Liberal Arts.

Prerequisite(s): Econ 210 and 211 or permission

ECON 295, 395, 495 Special Topics

0 - 4-WSP

Group study of selected topics. Liberal Arts.

ECON 301 Money, Banking & Financial Markets

3-S

Role of money and financial institutions in a market economy, interest rates, bond markets, money market, yield curve, risk premium, economic principles of bank management, financial regulation, Federal Reserve System and its influence on banking system, money supply, and economy. Liberal Arts.

Prerequisite(s): ECON 210, 211

ECON 310 Intermediate Microeconomics

1-WSP

Short introduction to primary models of consumer and producer behavior, especially indifference analysis of budget optimization and isocost-isoquant analysis of production. Liberal Arts.

Prerequisite(s): ECON 210

ECON 311 Intermediate Macroeconomics

1-WSP

Short introduction to primary models of macroeconomics, especially the IS-LM model, the consumption function and the investment function. Liberal Arts.

Prerequisite(s): ECON 211

ECON 315 Economics of Organization and Strategy

3-S17,19

Theories of the firm with applications to management and business ethics: the firm in competition and in the macro and international environments with emphasis on adapting to changing environments. Economics of business strategy explores industrial organization and competition with emphasis on sources of profitability, applications of game theory and adapting

organization to setting. Economics of organization compares forms, purposes and effectiveness, optimal allocation of decision-making, and effective application of incentives. Liberal Arts.

Prerequisite(s): ECON 210 or 211

ECON 322 Economic Research Seminar

1, 2 or 3-WSP

Research and writing course for students who wish to pursue further work in economics. Students must have had at least two hours of a previous economics course to take one hour of this seminar, at least four hours of previous courses to take two hours of this seminar, and at least six previous hours to take three hours of this seminar. Topics for study must be approved by the instructor. Liberal Arts.

Prerequisite(s): ECON 210 or 211

ECON 350 Economic Freedom

2-WSP

A study of the factors related to why some economies prosper while others struggle to meet the basic needs of their citizens. Common misconceptions and proposed solutions are explored in an effort to determine how to effectively address poverty around the world. Liberal Arts.

Prerequisite(s): ECON 210 or 211 or permission

ECON 401 Monetary Theory and Policy

1-S

Development of U.S. monetary system and the Federal Reserve System, money creation process, financial regulation and deregulation, financial innovation, monetary effects on the macro economy, Federal Reserve policy (especially FOMC), exchange rates. Prerequisites: ECON 210, 211. Liberal Arts.

EDUC 114 Mathematical Concepts and Reasoning

4-F

Builds a conceptual framework for understanding number, numeracy, number operations, probability, statistics, geometry and measurement. Focus on problem-solving and the use of manipulative materials for developing conceptual understanding. Attention to development of mathematical concepts and reasoning. Liberal Arts.

EDUC 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

2 or 4-WSP

EDUC 202 Topics in Professionalism

0-F&S

This pass or fail course is designed to enable all education majors to meet New York State regulations for training in special topics (Identification and Reporting of Suspected Child Abuse or Maltreatment; School Violence Prevention and Intervention; Prevention of Child Abduction; Prevention of Alcohol, Tobacco and Other Drug Abuse; Safety Education; Instruction in Fire and Arson Prevention; and the Dignity for All Students Act). In addition, it will provide information about certification, state testing requirements and student teaching. Required before practicum experiences.

EDUC 203 Workshop: Child Abuse + ID

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All HCTEP majors and applicants for certification must complete two hours of coursework or training in the identification and reporting of suspected child abuse and maltreatment, as required by Sections 3003(4) and 3004 of the Education Law.

EDUC 204 Workshop: School Violence

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All HCTEP majors and applicants for certification must complete two hours of coursework or training in school violence prevention and intervention, as required by section 3004 of the Education Law.

EDUC 205 Workshop: Harassment, Bullying and Discrimination Prevention & Intervention & the Dignity for All Student Act (DASA)

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All HCTEP majors and applicants for certification must complete six hours of coursework or training in topics pertaining to harassment, bullying and discrimination prevention and intervention, and the Dignity for All Students Act, as required by section 14(5) of Chapter 102 of the New York State education law.

EDUC 217 Education and American Culture

4-F&S

A survey of the philosophical and historical antecedents of American education and their relationships to current educational debates. The influence of culture and language on experience and education are considered. Students develop an initial statement of their personal philosophy of education. Liberal Arts.

EDUC 219 Educational Psychology

4-F&S

The individual in the teaching/learning process. Focus on learning models and theories, cognition, individual differences, motivation, and instructional psychology. Particular attention is given to intellectual and social development in formal and informal learning situations. Liberal Arts.

EDUC 221 Children's Literature

4-S

Offers a survey of various genres in literature for pre-school and elementary-grade children with an emphasis on developing criteria for selection and evaluation. Particular attention is given to international and multicultural children's literature, literary criticism as it pertains to children's literature, and developmental and philosophical perspectives. Liberal Arts.

EDUC 223 Adolescent Literature

4-F

Students will read and analyze a variety of literature of interest to adolescents with an eye toward understanding adolescents and their place in society, developing criteria for evaluating adolescent literature and exploring current trends in this literature. Students investigate critical theories about the function and purpose of literature for adolescents, including developmental, aesthetic and cultural considerations. Attention will be given to international and multicultural literature as well as to literary criticism of young adult literature. Liberal Arts.

EDUC 230, 330, 430 Special Topics

2 or 4-WSP

Depending on interest, demand and faculty availability, courses will be offered to allow students to consider issues and aspects of educational theory and practice not fully explored elsewhere in the curriculum.

EDUC 235 Educating Exceptional Learners

4-F&S

Examines the historical and legal contexts for providing services to diverse learners with a range of special educational considerations. Explores the scope of exceptionalities and the processes used to identify and address special needs. Emphasis is placed on the collaborative role of the general educator in meeting the needs of exceptional learners in inclusive settings. Liberal Arts.

EDUC 240 Teaching in Urban America

2-May

Provides exposure to and an understanding of race, class and culture issues in contemporary urban schools. The student will develop an awareness of family and community as partners with schools in the education enterprise. Students will participate in a 10-day field experience in an urban school, working as teachers' assistants. Recommended sophomore year.

Prerequisite(s): EDUC 202

EDUC 304 Language and Literacy Development in the Middle Grades

3-May17

Examines the role of language in middle school curriculum (grade 5-9) from philosophical, cultural and technological perspectives. Emphasis on the changing landscape of literacy and how to develop a culturally relevant learning environment that empowers student voices through multiple literacy genres in a digital era. Intended for EDUC juniors, seniors and post-grads. According to New York State teacher certification requirements (8/2015), graduates who are granted an Initial Teaching Certificate from New York State and who complete six credits of middle-grades coursework with a C or better may be able to extend their teaching certificate to include the middle grades through the [Individual Evaluation for Additional Classroom Teaching Certificate pathway](#).

EDUC 305 Middle School Content-Area Learning Strategies

3-Summer online 17

Examines a variety of research-validated content-area learning strategies, self-advocacy strategies and process strategies for use in inclusive classrooms in the middle grades (grades 5-9). Students will research, read, review, critique and develop a variety of instructional strategies for use with middle-grade learners (with and without disabilities) across multiple content areas. According to New York State teacher certification requirements (8/2015), graduates who are granted an Initial Teaching Certificate from New York State and who complete six credits of middle-grades coursework with a C or better may be able to extend their teaching certificate to include the middle grades through the [Individual Evaluation for Additional Classroom Teaching Certificate pathway](#).

EDUC 306 Early Childhood Education: Language and Literacy Development

3-May 18

Focuses on research-based principles and practices for language and literacy development of children birth to second grade. Emphasis is given to understanding the processes by which young children learn spoken and written language and to designing appropriate learning experiences to support the development of language and literacy in young children. According to New York State teacher certification requirements (8/2015), graduates who are granted an Initial Teaching Certificate from New York State and who complete six credits of middle-grades coursework with a C or better may be able to extend their teaching certificate to include the middle grades through the [Individual Evaluation for Additional Classroom Teaching Certificate pathway](#).

EDUC 307 Early Childhood Education: Developmentally Responsive Instruction Across the

Curriculum

3-Summer18

Examines the cognitive and social development of children birth to second grade and explores a range of developmentally responsive pedagogies that help young children to grow, learn and develop through meaningful, integrated, interdisciplinary learning experiences. Intended for Education major juniors, seniors and post-grads. According to New York State teacher certification requirements (8/2015), graduates who are granted an Initial Teaching Certificate from New York State and who complete six credits of middle-grades coursework with a C or better may be able to extend their teaching certificate to include the middle grades through the [Individual Evaluation for Additional Classroom Teaching Certificate pathway](#).

EDUC 313 Language, Literacy and Curriculum Integration for Diverse Learners

4-S

Considers the role of language in secondary curriculum from philosophical, technical, cultural and political perspectives. Models of integrating literacy across the curriculum for diverse secondary learners are explored and applied. This course has a lab fee.

EDUC 314 Inclusive Childhood Practicum I

1-F

Two half-days per week in either a primary (grades 1-3) or intermediate (grades 4-6) classroom. Focus on observing children and the learning environment, assisting the classroom teacher with daily routines, and supporting the learning of individual children. Taken concurrently with EDUC 320 and EDUC 328.

Prerequisite(s): EDUC 235, EDUC 219, EDUC 202

EDUC 315 Inclusive Childhood Practicum II

1-S

Continuation of EDUC 314. Two half-days per week in same classroom assigned for EDUC 314. Focus on increasing responsibility for planning and teaching of lessons under the guidance of the classroom teacher. Taken concurrently with EDUC 325, EDUC 329, EDUC 341 and EDUC 342.

Prerequisite(s): EDUC 320, EDUC 235, EDUC 328, EDUC 314

EDUC 320 Curriculum and Assessment in Inclusive Classrooms

4-F

Provides an exploration of the development of elementary curriculum and assessment and the creation of learning environments that support diverse learners in inclusive settings. Includes an examination of lesson and unit planning. Taken concurrently with EDUC 314 and EDUC 328.

Prerequisite(s): EDUC 235, EDUC 219

EDUC 325 Issues in Inclusive Education I

2-F

This course addresses issues in inclusive education, including the ongoing assessment of children with special needs; assistive technology; and collaboration among parents, teachers, administrators and students. Special attention will be given to the evaluation of various teaching methodologies and the development of appropriate academic and behavioral interventions for students with disabilities. Inclusive Childhood Education majors take this course concurrently with EDUC 314, 320 and 328. Inclusive Adolescence Education majors take this course concurrently with EDUC 338.

EDUC 326 TESOL Practicum I: Elementary

1-F

Two half-days or one full day per week in an elementary TESOL placement. Focus on observing children and the learning environment, assisting the classroom teacher with daily routines, and supporting the learning of individual children. Taken concurrently with EDUC 320, EDUC 328 and EDUC/LING 371.

Prerequisite(s): EDUC 235, EDUC 219, EDUC 202

EDUC 327 TESOL Practicum II: Secondary

1-S

Two half-days or one full day per week in a secondary TESOL placement. Focus on observing children and the learning environment, assisting the classroom teacher with daily routines, and supporting the learning of individual children. Taken concurrently with EDUC 329.

Prerequisite(s): EDUC 235, EDUC 328, EDUC 326

EDUC 328 Foundations of Language and Literacy for Diverse Learners I

4-F

Introduces the nature of children's language and literacy learning and the assessment and instruction of English language arts in inclusive classrooms. Considers the means of developing a learning environment that nurtures the language learning of all children. Students articulate a philosophy of teaching English language arts. Taken concurrently with EDUC 314 and 320.

Prerequisite(s): EDUC 235 and EDUC 219 or permission

EDUC 329 Foundations of Language and Literacy for Diverse Learners II

4-S

Examines authentic assessment and instruction of the English language arts in inclusive classrooms with particular focus on children with special needs, English language learners and students from diverse cultures. Students focus on educational research. Taken concurrently with EDUC 315, 325, 341 and 342. This course has a lab fee.

Prerequisite(s): EDUC 328

EDUC 330 Special Topics

Depending on interest, demand and faculty availability, courses will be offered to allow students to consider issues and aspects of educational theory and practice not fully explored elsewhere in the curriculum.

EDUC 331 Secondary Teaching: General Methods

2-S

This course addresses a range of responsive pedagogical approaches and delivery methods designed to meet the learning needs of adolescent learners across the curriculum. Inclusive Adolescence Education majors and Adolescence Education majors from all content areas will take this course concurrently with the methods course in their subject area (EDUC 3XX). This course should be taken the year prior to student teaching.

Prerequisite(s): EDUC 338

EDUC 332 Secondary Teaching: English Methods

2-S

Inclusive Adolescence Education majors and Adolescence Education majors from all content areas will take the methods course in their subject area (see list below) concurrently with EDUC 331: Secondary Teaching: General Methods. These courses should be taken the year prior to student teaching. Each course will address instructional methods, New York State Learning and Common Core Standards, and curricular issues particular to the given content. Practicum placement with a secondary teacher certified in the target content area is part of the course. EDUC 332 English Methods, EDUC 333 Foreign Language Methods, EDUC 334 Math Methods, EDUC 335 Science Methods, EDUC 336 Social Studies Methods. (Inclusive Adolescence Education majors will take one of these courses; EDUC 332 or 334 is encouraged.)

EDUC 333 Foreign Language Methods

2-S

Inclusive Adolescence Education majors and Adolescence Education majors from all content areas will take the methods course in their subject area (see list below) concurrently with EDUC 331: Secondary Teaching: General Methods. These courses should be taken the year prior to student teaching. Each course will address instructional methods, New York State Learning and Common Core Standards, and curricular issues particular to the given content. Practicum placement with a secondary teacher certified in the target content area is part of the course. EDUC 332 English Methods, EDUC 333 Foreign Language Methods, EDUC 334 Math Methods, EDUC 335 Science Methods, EDUC 336 Social Studies Methods. (Inclusive Adolescence Education majors will take one of these courses; EDUC 332 or 334 is encouraged.)

EDUC 334 Secondary Teaching: Math Methods

2-S

Inclusive Adolescence Education majors and Adolescence Education majors from all content areas will take the methods course in their subject area (see list below) concurrently with EDUC 331: Secondary Teaching: General Methods. These courses should be taken the year prior to student teaching. Each course will address instructional methods, New York State Learning and Common Core Standards, and curricular issues particular to the given content. Practicum placement with a secondary teacher certified in the target content area is part of the course. EDUC 332 English

Methods, EDUC 333 Foreign Language Methods, EDUC 334 Math Methods, EDUC 335 Science Methods, EDUC 336 Social Studies Methods. (Inclusive Adolescence Education majors will take one of these courses; EDUC 332 or 334 is encouraged.)

EDUC 335 Science Methods

2-S

Inclusive Adolescence Education majors and Adolescence Education majors from all content areas will take the methods course in their subject area (see list below) concurrently with EDUC 331: Secondary Teaching: General Methods. These courses should be taken the year prior to student teaching. Each course will address instructional methods, New York State Learning and Common Core Standards, and curricular issues particular to the given content. Practicum placement with a secondary teacher certified in the target content area is part of the course. EDUC 332 English Methods, EDUC 333 Foreign Language Methods, EDUC 334 Math Methods, EDUC 335 Science Methods, EDUC 336 Social Studies Methods. (Inclusive Adolescence Education majors will take one of these courses; EDUC 332 or 334 is encouraged.)

EDUC 336 Social Studies Methods

2-S

Inclusive Adolescence Education majors and Adolescence Education majors from all content areas will take the methods course in their subject area (see list below) concurrently with EDUC 331: Secondary Teaching: General Methods. These courses should be taken the year prior to student teaching. Each course will address instructional methods, New York State Learning and Common Core Standards, and curricular issues particular to the given content. Practicum placement with a secondary teacher certified in the target content area is part of the course. EDUC 332 English Methods, EDUC 333 Foreign Language Methods, EDUC 334 Math Methods, EDUC 335 Science Methods, EDUC 336 Social Studies Methods. (Inclusive Adolescence Education majors will take one of these courses; EDUC 332 or 334 is encouraged.)

EDUC 338 Inclusive Curriculum & Assessment in Secondary Classrooms

4-F

Examination and analysis of responsive, inclusive strategies and dynamics of teaching and learning in middle and high school classrooms. Attention given to technology integration in classroom settings and to implementation of developmentally appropriate instruction for the

diverse range of learners present in secondary classrooms.

Prerequisite(s): EDUC 219

EDUC 33X Secondary Teaching: Content Methods and Practicum

2-S

Inclusive Adolescence Education majors and Adolescence Education majors from all content areas will take the methods course in their subject area (see list below) concurrently with EDUC 331: Secondary Teaching: General Methods. These courses should be taken the year prior to student teaching. Each course will address instructional methods, New York State Learning and Common Core Standards, and curricular issues particular to the given content. Practicum placement with a secondary teacher certified in the target content area is part of the course. EDUC 332 English Methods, EDUC 333 Foreign Language Methods, EDUC 334 Math Methods, EDUC 335 Science Methods, EDUC 336 Social Studies Methods. (Inclusive Adolescence Education majors will take one of these courses; EDUC 332 or 334 is encouraged.)

Prerequisite(s): EDUC 338

EDUC 341 Social Studies in Inclusive Classrooms

2-S

Exploration of methods and materials for addressing the needs of diverse students in pursuing various aspects of national and state curriculum standards in social studies. The focus will be on helping students develop a knowledge base and skills in areas such as history, geography, economics, civics, cultural studies and global education. Taken concurrently with EDUC 315, EDUC 325, EDUC 329 and EDUC 342.

EDUC 342 Mathematics and Science in Inclusive Classrooms

4-S

Exploration of methods and materials pertaining to teaching elementary mathematics and science in inclusive settings. National curriculum standards are examined as well as Common Core and New York State Learning Standards in each subject. Taken concurrently with EDUC 315, 325, 329 and 341.

EDUC 371 TESOL Methods: ELA

3-F

Examines the language, reading and writing development of English language learners and explores assessment and instructional methods of teaching English Language Arts to speakers of languages other than English. Also explores ways of creating a classroom learning environment that encourages English language and literacy development for all learners.

Prerequisite(s): LING 350, LING 220 and LING 351 or permission

EDUC 372 TESOL Methods: Content Areas

3-S

Explores assessment and instructional methods designed to make content area (math, science, social studies) concepts comprehensible while promoting English language development.

Prerequisite(s): EDUC 371

EDUC 391 Independent Study

1, 2, 3 or 4-WSP

EDUC 400 Student Teaching and Certification Orientation

0-S, P/F

Addresses critical information necessary to be fully equipped for the student teaching experience. Candidates will enroll in the spring semester prior to the student teaching year. This workshop-style course addresses the professional responsibilities expected of student teachers and thoroughly guides students through certification procedures. Course meets for a minimum of six 2-hour sessions across the semester and is aligned with methods coursework in the major. Co-requisite: EDUC 313 (ADE, IADE, TESOL), EDUC 329 (ICE), MED 352 or MED 354 (MED)

EDUC 408 Inclusive Childhood Student Teaching

10-F&S

Twelve weeks in a supervised student teaching experience in inclusive classroom setting(s), either

primary (grades 1-3) or intermediate (grades 4-6) depending on the elementary practicum placement. Designed for students who have completed all education coursework except EDUC 425 and 485. Students must also register for EDUC 203, 204, 205, 425 and 485. (See department policy on [employment and activities while student teaching.](#))

EDUC 409 Secondary Student Teaching I

6-F&S

Six- to seven-week placement in either grades 7-9 or grades 10-12 in the appropriate content area. The experience will include a minimum of two weeks with full teaching load responsibilities. Taken concurrently with EDUC 203, 204, 410 and 411. (See department policy on [employment and activities while student teaching.](#))

Prerequisite(s): EDUC 33x (Secondary Teaching Methods), EDUC 338 and EDUC 313

EDUC 410 Secondary Student Teaching II

6-F&S

Six- to seven-week placement in either grades 7-9 or grades 10-12 in the appropriate content area. The experience will include a minimum of two weeks with full teaching load responsibilities. Taken concurrently with EDUC 203, 204, 205, 409 & 485. (See department policy on [employment and activities while student teaching.](#))

Prerequisite(s): EDUC 33x (Secondary Teaching Methods), EDUC 313 and 338

EDUC 422 TESOL Student Teaching: Elementary Level

6-F&S

Six- to seven-week placement in TESOL setting at the elementary level (grades K-6). The experience will include a minimum of two weeks with full teaching responsibilities. Taken concurrently with EDUC 203, 204, 205, 423 and 485. (See department policy on [employment and activities while student teaching.](#))

EDUC 423 TESOL Student Teaching: Secondary Level

6-F&S

Six- to seven-week placement in TESOL setting at the secondary level (grades 7-12). The experience will include a minimum of two weeks with full teaching responsibilities. Taken concurrently with EDUC 203, 204, 205, 422 and 485. (See department policy on [employment and activities while student teaching](#).)

EDUC 425 Issues in Inclusive Education II

2-F&S

This course addresses issues in inclusive education, giving explicit attention to legislative initiatives and revisions impacting the education of students with special needs as well as the professional roles and responsibilities of special educators. The thorough development of an individualized education program is a key course component. Taken concurrently with EDUC 203, 204, 205, 408 and 485.

EDUC 430 Special Topics

1, 2, 3 or 4-WSP

EDUC 485 Senior Capstone: Seminar on Reflective Teaching

2-F&S

Provides an opportunity for Inclusive Childhood Education student teachers to summarize and reflect on their knowledge and understanding of the liberal arts and the nature of teaching and learning in inclusive classrooms and to apply their understanding of the intellectual tools of their major disciplines through the final revision and development of their program portfolio. Taken concurrently with EDUC 408 and EDUC 425. This course has a lab fee.

EDUC 391 Independent Study

1, 2, 3 or 4-WSP

EDUC 496 Honors in Education

2 or 4-WSP

ENGL 111 College Literary Studies

3-S

The principles of literary interpretation. Topical thematic study of texts, the reading process, and critical perspectives to develop analytical thinking and appreciation. Taught at participating high schools to their selected, qualified students. Culture: Literature. Liberal Arts.

ENGL 202 Literary Voices

3-F&S, Summer

The principles of literary interpretation. Topical or thematic study of texts, the reading process and critical perspectives to develop analytical thinking and appreciation. Satisfies Culture: Literature. Liberal Arts.

ENGL 205 English Grammar

1-F16

Intensive review of English grammar emphasizing practice in punctuation, parts of speech, syntax, usage and sentence construction. Elective credit only. Liberal Arts.

ENGL 213 English Literature I

3-F

Surveys major works and literary movements in England from Beowulf through Neoclassicism. Provides biographical, historical and ideological information to enhance understanding. Satisfies Culture: Literature. Liberal Arts.

ENGL 214 English Literature II

3-S

Surveys major works and literary movements of the Romantic, Victorian, modern and postmodern periods in their biographical, historical and ideological contexts. Satisfies Culture: Literature. Liberal Arts.

ENGL 217 American Literature I

3-F16

Surveys the developing American literary tradition from the age of European exploration and encounters with Native American cultures through the Civil War. Emphasis on Puritan thought, deism, Romanticism and Transcendentalism. Close reading of primary texts. Satisfies Culture: Literature. Liberal Arts.

ENGL 218 American Literature II

3-S17

Survey of significant figures in American literature from the Civil War to the present. Emphasis on the emergence of realism, the development of naturalism, the rise of literary modernism and new directions in the late 20th and 21st centuries. Satisfies Culture: Literature. Liberal Arts.

ENGL 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

ENGL 301 Critical Approaches to Literature

4-S

Interpreting, writing about and researching literary texts. A brief survey of the history of literary critical methods and theoretical schools. Development of critical vocabulary and facility in the use of literary terms and MLA documentation. Required of English majors. Satisfies Competency: Writing. Liberal Arts.

ENGL 311 Literature in the Age of Shakespeare

4-S18

Poetry and prose from More to Milton (excluding Shakespeare). Attention given to political, historical and religious background. Emphases on Spenser, Milton and the 17th-century devotional poets. Liberal Arts.

ENGL 312 Literature in the Age of Enlightenment

4-WSP

Significant European and English writers from 1660-1800. Attention to the ideas of Enlightenment and neoclassical forms with emphasis on satire, comedy, manners, literary criticism, contes philosophique and the rise of the novel. Liberal Arts.

ENGL 313 Romanticism in Literature and Culture

4-WSP

Study of Romanticism as a European phenomenon with emphasis on the impact of Romantic ideas and literary trends on British writers working between 1780 and 1848. Liberal Arts.

ENGL 314 Victorian Literature and Culture

4-WSP

Literature of the Victorian period in the context of selected intellectual, artistic and popular culture movements. Liberal Arts.

ENGL 315 Modern and Contemporary Drama

4-WSP

Emphasis on American and English drama from around 1900 to the present. Beckett and O'Neill as progenitors of significant theatrical trends such as realism, expressionism and the absurd. Liberal Arts.

ENGL 319 Modern and Contemporary American Poetry

4-F16

American poetry from 1900 to present. Emphases on trends and selected major figures such as Eliot, Frost, Pound, Stevens, Williams, Oliver, Gluck and Olds. Liberal Arts.

ENGL 320 Modern and Contemporary British Poetry

4-WSP

British poetry from 1900 to present. Emphases on trends and selected major figures such as Hopkins, Hardy, Yeats, Auden, Thomas, Larkin, Heaney and Duffy. Liberal Arts.

ENGL 321 Modern and Contemporary English Fiction

4-S17

An exploration of major trends in 20th- and 21st-century English fiction. Includes selected examples of the modern, postmodern and post-colonial novel in the British Isles from Joyce and Woolf to Byatt, Winterson and Rushdie. Liberal Arts.

ENGL 322 American Fiction

4-S

History and development of the American novel with emphases on such writers as Melville, James, Dreiser, Cather, Fitzgerald, Hemingway, Faulkner, Baldwin, Pynchon, Kingston and McCarthy. Liberal Arts.

ENGL 334 The American Short Story

4-WSP

Development of the American short story from its beginnings with Irving, Poe and Hawthorne to contemporary and postmodern practitioners such as Braverman, Gurganus and Dubus. Liberal Arts.

ENGL 335 Major Author

4-F&S

In-depth study of one author. Comprehensive reading of primary works. May also include examination of influences. Authors that may be studied include Jane Austen, Emily Dickinson, John Milton and William Shakespeare. Required of English majors. Liberal Arts.

ENGL 350 Major Author: Shakespeare

4-F

Survey of significant examples of Shakespeare's histories, comedies, tragedies and some poetry. Biographical, historical and critical background; emphasis on close reading of texts. Strongly recommended for Adolescence Education/English majors. Liberal Arts.

ENGL 353 Internship for English Majors

4-WSP

Opportunities for off-campus experiences investigating a career option in fields other than teaching, such as advertising, government service, industrial publications and library science. Liberal Arts.

ENGL 355 Modern English Grammar in Historical Perspective

4-WSP

Focuses on traditional English grammar and the historical principles on which grammatical analysis is based. Emphasis placed on understanding the language system of grammar, its historical origins and development, grammatical theory and the conventions of American English usage. Strongly recommended for Adolescence Education/English majors. Liberal Arts.

ENGL 361 Contemporary World Literature

4-WSP

Selections from world masterpieces of the 20th and 21st century, especially novels since

World War II from the non-English-speaking world. Liberal Arts.

ENGL 390 Special Topics in Literature

1, 2, 3 or 4-WSP

Study of issues, literary figures or problems not covered elsewhere in the curriculum. Such topics may include literature by women, postcolonial literature, African American literature, immigrant literature, and British or American Contemporary literature. Liberal Arts.

ENGL 418 Senior Capstone: Seminar

4-F&S

Intensive study of literary topics culminating in a substantial seminar project. Class presentations. Library research. Engagement with critical methodologies. May also be taken at the 318 level. Courses may include major author courses (such as Jane Austen, Emily Dickinson, John Milton or William Shakespeare) or 300-level period and Special Topics courses such as Literature in the Age of Enlightenment and Modern and Contemporary British Poetry. By permission of instructor only. Liberal Arts.

ENGL 496 Honors in English

4-S

Liberal Arts.

EQST 113 Horsemanship I

1-F&S

Fundamental skills in hunt seat, dressage and/or western riding according to student background or interest. Riding portion of grade based on mastery of basic skills. One riding lab per week; written final. Satisfies Health and Wellness: Point 4.

EQST 114 Horsemanship II

1-F&S

Building upon fundamental skills and expanding knowledge of hunt seat, dressage and/or western riding, according to the student's background or interest. Riding portion of grade based on mastery of basic skills. One riding lab per week; written final. Satisfies Health and Wellness: Point 4.

Prerequisite(s): EQST 113 or permission

EQST 222 Equestrian Pedagogy Methods

2-S

Using Certified Horsemanship Association (CHA) standards and materials, students will be instructed on safety, lesson planning and lesson implementation for becoming certified riding instructors in both the English and Western disciplines.

EQST 224 CHA Riding Instructor Certification

1-May

Certified Horsemanship Association (CHA) curriculum: CHA clinic and horsemanship teaching certification. Teaching and equitation skills in ring and trail riding of hunt and stock seat. Horsemanship teaching practicum.

Prerequisite(s): EQST 223 and EQST 114 or permission

EQST 226 Foundations of Equine-Assisted Therapies

2-S17

Provides a basic understanding of the field of equine-assisted therapies and an appreciation for the history, philosophy, principles, populations, prescriptions and practices of equine-assisted therapies and activities as a professional service. Identifies and explains the symptoms, causes and functioning characteristics of individuals with special needs and the effects on individuals of the practical application of equine-assisted therapies and services. Focus is given to the standards and certification exams of the PATH International Riding Instructor Certification Program.

EQST 230 Basic Western Riding

2-F

Philosophy and techniques of western riding needed for ranch work and basic western competitions.

Prerequisite(s): EQST 113 or permission

EQST 240 Teaching Riding in Bolivia

2-WSP

Combines teaching with intercultural experience in a missions outreach setting. Students will teach riding in Club Hipico in and around the city of Santa Cruz and at Monte Blanco Christian Camp and Conference Center. Knowledge of Spanish is helpful but not essential.

Prerequisite(s): EQST 224 or permission

EQST 276 Dressage

2-F&S

Philosophical and physiological building blocks of dressage leading to mastery of Training Level and introduction to First-Level dressage; lays the necessary foundation for effective horsemanship in all higher-level disciplines. Satisfies Health and Wellness: Point 4.

Prerequisite(s): EQST 114 or permission

EQST 295, 395, 495 Special Topics

2 or 3-WSP

Courses may be taught relative to special topics in horsemanship, such as riding for the disabled, CHA trail guide certification, CHA instructor of riders with disabilities certification and western reining.

EQST 323 Eventing

2-F

History and philosophy of the sport of eventing, current rules and riding techniques (three-phase horse trials—includes fundamentals of dressage, cross-country galloping and jumping, and stadium jumping techniques). Satisfies Health and Wellness: Point 4.

Prerequisite(s): EQST 276 and EQST 325 or permission

EQST 324 Principles of Training

2-F

Foundations of training the young horse and re-training the problem horse. Students work with the actual training of a young horse, utilizing classical principles, philosophy and methodology.

Prerequisite(s): EQST 276 or permission

EQST 325 Horsemanship: Jumping I

2-F

Fundamentals of basic jumping position and introduction to correctly navigating a course. Philosophy of the hunt seat system of riding. Satisfies Health and Wellness: Point 4.

Prerequisite(s): EQST 114 or permission

EQST 326 Horsemanship: Jumping II

2-S

Building skills, refining techniques and expanding technical knowledge learned in EQST 325.

Prerequisite(s): EQST 325 or permission

EQST 327 Mini-Prix Jumping Equitation

2-S18

Riding jumper seat equitation and showing hunters and jumpers; learning principles, practices and philosophy of course design for the various classes and competitions for jumpers.

Prerequisite(s): EQST 326 or permission

EQST 328 Horse Show Judging

2-F17

Lectures and field trips incorporating judging assignments for learners; understanding the duties of the judge; using good judging to educate riders.

Prerequisite(s): EQST 276 and EQST 325 or permission

EQST 329 Equine Science

2-Spring

Equine science develops knowledge and skill pertaining to equine anatomy, physiology, nutrition, health, disease, parasite control and wellness practices.

EQST 330 Equine Facility Management

2-S

Equine Facility Management focuses on principles of horse management, stable design, equestrian competition and equine programming. Students will have the opportunity to obtain a certification through the Certified Horsemanship Association's (CHA) Equine Facility Manager program (EFM).

EQST 334 Competition Dressage

2- F&S

Builds on foundation laid in EQST 276 and guides students into the next two levels towards FEI.

Prerequisite(s): EQST 276 or permission

EQST 336 Methods and Materials of Equine-Assisted Therapies

2-S18

Provides opportunities to acquire skills in the field of equine-assisted therapies including assessing clients, developing treatment plans, conducting activity analysis, implementing activities and evaluating outcomes of equine programs for individuals with special needs. Focus is given to the standards and certification exams of the PATH International Riding Instructor Certification Program.

EQST 337 Adventure Trails Riding and Guiding

2-F

Students build skills and knowledge researching potential trail riding sites, training horses for trail riding and guiding clients on trail rides. Involves multiple off-campus field trips.

Prerequisite(s): EQST 114 or permission

EQST 421 Musical Freestyle Dressage

2-S17

Combines a solid foundation in classical dressage with the artistry of choreography and music.

Prerequisite(s): EQST 334 or permission

ESCI 101 Physical Geology

3-F17

Study of materials, structure and dynamics of the Earth's crust. Identification of rocks and minerals; topographic map studies. Three lecture, three laboratory hours each week. If taken with ESCI 103, satisfies Creation: Lab Science. Without ESCI 103, satisfies Creation: 2nd Science. Liberal Arts.

ESCI 103 Physical Geology Lab

1-F17

Laboratory to accompany ESCI 101 Physical Geology. Three lab hours per week. With ESCI

101, satisfies Creation: Lab Science. Liberal Arts.

ESCI 212 Environmental Earth Science

4-WSP

Relationship between humans and Earth systems in the atmosphere, hydrosphere and lithosphere. Environmental problem solving. The laboratory will focus on applications of GIS and GPS to environmental and earth science problems. Three lecture, three laboratory hours each week. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

ESCI 224 Atmospheric Science

4-WSP

Comparative study of planetary atmospheres. Phenomena of Earth's atmosphere and aerospace, weather, meteorology and climatology. Three lecture, three laboratory hours each week. Liberal Arts.

ESCI 230 Hydrology

4-WSP

A study of the properties and circulation of water on the surface of the land, underground and in the atmosphere. Topics to be covered include fluid mechanics, groundwater, wastewater and environmental concerns. An engineering perspective will be used. Three lecture, three laboratory hours each week. Liberal Arts.

ESCI 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

ESCI 295, 395, 495 Special Topics in Earth Science

1, 2, 3 or 4-WSP

Liberal Arts.

FREN 101 French Level 1

4-F

Development of the skills of comprehending, speaking, reading and writing French. Liberal Arts.

FREN 102 French Level 2

4-S

Development of the skills of comprehending, speaking, reading and writing French. Satisfies Competency: Foreign Language. Liberal Arts.

FREN 355 French Media and Society

Using advanced conversation structures, this course uses a variety of French media as a window on modern aspects and issues of French society today. Students will use higher-level communication skills to engage abstract thoughts and concepts in oral as well as written forms. Includes reinforcement of correct pronunciation and accent. Taught in French by national professors at the Universite de Caen.

FREN 356 Exploring French Cinema

4-Summer 17

Using advanced conversation structures, this course uses cinema as a window into French history and culture. Students will use higher-level communication skills to engage abstract thoughts and concepts. Includes a focus on pronunciation and accent. Taught in French by national professors at the Universite de Caen.

FREN 360 French Civilization and History

4-Summer

This course introduces the post-intermediate student to the historical side of French

Civilization (through WWII), then connects various historical threads to current institutional, political and social aspects of modern France. The course involves numerous visits to related sites in Normandy and Paris, interacting with the topics studied while in the target culture. Taught in French.

FREN 361 French Contemporary French Society and Culture

4-Summer 17

This course concentrates on French life since WWII. Particular attention is given to social, political and economic structures along with trends in art, media and daily living. Taught in French.

FREN 362 French Christian History

4

From legendary stories of the Apostle Paul and St. Denis, through the medieval era of Bishop Aubert and Rollo the Viking, to the French spiritual "forefather" of the Reformation and one of its leaders, Jean Calvin, to the post-WWII missionary outreach, the sweeping arc of Christianity has exerted a profound influence on the course of French history. This study will give students a deep understanding of and appreciation for the rich spiritual heritage we enjoy through France. Taught in French.

FREN 395 Special Topics

4-WSP

Study of literary and cultural topics not covered elsewhere in the curriculum. Liberal Arts.

Prerequisite(s): FREN 301 or equivalent or permission

GERM 101 German Level 1

4-F

Introduces and develops the skills of comprehending, speaking, reading and writing German with particular attention to pronunciation and intonation. Also introduces students to the cultures and histories of German-speaking countries. Liberal Arts.

GERM 102 German Level 2

4-S

Introduces and develops the skills of comprehending, speaking, reading and writing German with particular attention to pronunciation and intonation. Also introduces students to the cultures and histories of German-speaking countries. Satisfies Competency: Foreign Language. Liberal Arts.

GERM 103 German Level 3

3-F

Review and expansion of grammatical patterns, composition, and conversation; modern fiction, biography, and cultural-historical material. Prerequisite: GERM 102 or placement by exam. Liberal Arts Foundation - Foreign Language. Liberal Arts

GREK 101 Beginning Greek Level 1

3-F17

Elements of the Koine Greek language. Stress on facility in reading selections from New Testament and Hellenistic literature. Cultural backgrounds in Greek civilization. This course or its equivalent is a prerequisite for all other Greek courses. Liberal Arts.

GREK 102 Beginning Greek Level 2

3-S18

Elements of the Koine Greek language. Stress on facility in reading selections from New Testament and Hellenistic literature. Cultural backgrounds in Greek civilization. Satisfies Foreign Language Competency. Liberal Arts.

Prerequisite(s): GREK 101

GREK 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

GREK 201 Greek Readings

2-WSP

Readings in New Testament Greek. May include selections from the Septuagint or other Hellenistic Greek texts. Liberal Arts.

Prerequisite(s): GREK 101, GREK 102

HEBR 101 Beginning Hebrew Level 1

3-F16

Elements of Biblical Hebrew. Reading from Old Testament. Liberal Arts.

HEBR 102 Beginning Hebrew Level 2

3-S17

Elements of Biblical Hebrew. Reading from Old Testament. Satisfies Foreign Language Competency. Liberal Arts.

Prerequisite(s): HEBR 101

HEBR 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

HEBR 201 Hebrew Readings

2-WSP

Readings in Biblical Hebrew. Liberal Arts.

Prerequisite(s): HEBR 101, HEBR 102

HIST 101 Western Civilization I: Ancient Civilization to 1650

2-F&S

Survey of Western civilization from its cultural roots in ancient Near Eastern, Greek and Roman civilizations through its development during the Middle Ages, Renaissance, Reformation, and age of discovery and expansion. Attention to analyzing primary source materials. Satisfies Culture: History. Liberal Arts.

HIST 102 Western Civilization II: 1650 to the Present

2-F&S

Survey of Western civilization from the rise of science, the Enlightenment and the Industrial Revolution to nationalism and other ideologies, two World Wars, the Cold War and beyond. Attention to analyzing primary source materials. Satisfies Culture: History. Liberal Arts.

HIST 103 Western Civilization: Science Honors I

2-F

Survey of Western civilization from its cultural roots in ancient Near Eastern, Greek and Roman civilizations, including the rise of early science, the Middle Ages, Renaissance, Reformation, and the age of discovery and expansion. Attention to analyzing primary source materials. Reserved for first-year Science Honors students. Satisfies Culture: History. Liberal Arts.

HIST 104 Western Civilization: Science Honors II

2-S

Survey of Western civilization from the rise of science, the Enlightenment and the Industrial Revolution to nationalism and other ideologies, two World Wars, the Cold War and beyond. Attention to analyzing primary source materials. Reserved for first-year Science Honors students. Satisfies Culture: History. Liberal Arts.

HIST 105 Western Civilization: Ancient Civilization to the Present

4-F&S

Survey of Western civilization from its cultural roots in ancient Near eastern, Greek and

Roman civilizations through its development during the Middle Ages, Renaissance, Reformation, the age of discovery and expansion, the rise of science, the Enlightenment, Industrial Revolution, nationalism and other ideologies, two World Wars, the Cold War, and post-Cold War culture. Attention to analyzing primary source materials. Satisfies Culture: History. Liberal Arts.

HIST 111 College Western Civilization

3-WSP

Survey of Western civilization from ancient Greece to the present. Examination of texts and historiography with attention to primary sources. Students will engage in reading, writing and discussion about the course material. Taught at participating high schools to selected, qualified students. Satisfies Culture: History. Liberal Arts.

HIST 112 College Survey of American History

3-WSP

This course is an overview of American history from the Colonial period to the present. Taught at participating high schools to selected, qualified students. Satisfies Culture: History. Liberal Arts.

HIST 126 New York State History

4-WSP

This course surveys the Empire State's history from the Colonial period through the present. The state's history is explored in its own right, but attention is also given to showing how New York State in many respects has been a notable microcosm for broader Colonial and national developments. Liberal Arts.

HIST 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, or 4-WSP

Liberal Arts.

HIST 220 American History Survey

4-F

Overview of American history to the present. Satisfies Culture: History. Liberal Arts.

HIST 223 Latin American History to 1800

4-F

An introductory survey with attention to cultural interaction during the Colonial period. Satisfies Culture: History. Liberal Arts.

HIST 224 Latin American History since 1800

4-S

An introductory survey of Latin America from the revolutionary era to the present. Satisfies Culture: History. Liberal Arts.

HIST 230 Medieval Europe

4-F

A survey of European history and culture that begins with the transition from Roman civilization and ends with the cultural changes that resulted in the Reformation. Particular emphasis is given to the themes of Western cultural formation, ecclesiastical development, monastic and lay spirituality, and the birth of fundamental Western institutions. Primarily a reading course, primary sources are heavily relied upon. Satisfies Culture: History. Liberal Arts.

HIST 249 African History

4-WSP

Sub-Saharan Africa from earliest times. Medieval empires of western Sudan, colonial rule, emergence of national states. Satisfies Culture: History. Liberal Arts.

HIST 295, 395, 495 Special Topics (CDRP, see Foreign Languages)

4-WSP

Group study of selected topics; open only by permission. Liberal Arts.

HIST 325 Europe in the 19th Century (CDRP, see World Languages)

4-WSP

Growth of liberal democracy, influence of industrial revolution and impact of nationalism. French Revolution to 1890. Satisfies Culture: History. Liberal Arts.

HIST 326 Europe, 1890-1945

4-WSP

The changing intellectual climate, World War I, problems of inter-war period, challenges to democracy, background of World War II. Satisfies Culture: History. Liberal Arts.

HIST 332 History of Rome

4-WSP

Survey of Roman history and cultures from the beginning of the republic until the disintegration of the empire, emphasizing political and religious developments. Satisfies Culture: History. Liberal Arts.

HIST 359 Colonial America, 1600-1788

4-F

Settlement of North America with emphases upon religious and social developments as well as upon the American Revolution. Satisfies Culture: History. Liberal Arts.

HIST 360 Early National Period, 1788-1850

4-S

Establishment of national political institutions and ideologies. Manifest Destiny, institution of slavery, ante-bellum revivalism and reforms, nascent industrialization. Satisfies Culture: History. Liberal Arts.

HIST 361 Civil War and Industrial America, 1850-1920

4-F

Sectionalism and Civil War, Reconstruction, adaptation to accelerating industrialization and urbanization, and World War I. Satisfies Culture: History. Liberal Arts.

HIST 362 Recent American History, 1920 to Present

4-S

Immigration, Depression and New Deal, World War II, Cold War, and resurgence of Evangelicalism. Satisfies Culture: History. Liberal Arts.

HIST 368 The Reformation

4-S

A survey of the continental, English and Roman Catholic reformation of the 16th century. Liberal Arts.

HIST 370 Evangelical Roots

4-WSP

Looks at Evangelicalism from the 1730s to the present, especially in Britain and America, where most of the movements originated and developed. However, attention is also paid to developments elsewhere, especially in recent decades, when African, Asian and Latin American churches have begun not merely to grow, but to foster innovations of their own with wider effects. Liberal Arts.

HIST 371 Religion, Fascism and Communism in 20th-Century Europe

4-WSP

Looks at the interaction between Christianity and the churches (evangelical, Protestant, Catholic and Orthodox) on one hand and the totalitarian ideologies and regimes of 20th-century Europe on the other. In the process, such ideas as nationhood, class, modernization and secularization are considered along with their implications for Christian belief and practice and the various possible and actual Christian responses to them. Liberal Arts.

HIST 381 Historiography

4-WSP

History of historical writings and methods; theories of history. Liberal Arts.

HIST 481 Senior Capstone: Senior History Seminar

4-S

Each student will work with a departmental faculty member to develop or revise a research paper into a substantial historical article. Required for the History major. Liberal Arts.

HIST 496 Honors in History

4-WSP

Liberal Arts.

HUM 306 Varieties of Postmodernism

3-WSP

Interdisciplinary analysis of the many-faceted cultural phenomenon known as "postmodernism." Moves from an initial starting point considering postmodernism as a reaction to various philosophical claims associated with modernity to the meaning and significance of postmodern ideas as they have been transposed into a variety of other contexts in the analytic humanities, literature, arts and sciences. Liberal Arts.

HUM 395 Special Topics

1, 2, 3 or 4-WSP

Liberal Arts.

HUM 401 Pagans and Christians: Ancient and Medieval Texts

4-WSP

Close analysis of some primary texts from ancient medieval times: Plato, Aristotle, Thucydides, Cicero, Augustine, Dante and others. Develops scholarly skills of research, interpretation and writing; fosters awareness of influence of such works on modern thought. Major/minor credit in history. Liberal Arts.

HUM 481 Senior Capstone: Humanities Project

1-F&S

The student undertakes a directed studies project in which he or she produces a paper that synthesizes the historical, literary and philosophical developments relevant to a selected theme or person. Liberal Arts.

IAE 120 Academic English Listening

4

Designed for non-native speakers of English. Focuses on the communicative domain of listening needed for academic success at the college level. First half of the semester. Satisfies Foreign Language. Liberal Arts.

IAE 121 Academic English Reading

4

Designed for non-native speakers of English. Focuses on the communicative domain of reading for academic success at the college level. First half of the semester. Satisfies Foreign Language. Liberal Arts.

IAE 122 Academic English Speaking

4

Designed for non-native speakers of English. Focuses on the communicative domain of speaking needed for academic success at the college level. Second half of the semester. Satisfies Foreign Language. Liberal Arts.

IAE 123 Academic English Writing

4

Designed for non-native speakers of English. Focuses on the communicative domain of writing needed for academic success at the college level. Second half of the semester. Satisfies Foreign Language. Liberal Arts.

ID 200 Student Success Seminar (Pass/Fail) (Adult Education)

1- F&S, Summer

Adult students learn and apply strategies for success in their return to college and life-long learning. Major topics include setting academic, career and personal goals; stress management; time management; critical thinking and problem solving; learning styles; and best practices. This seminar will also introduce students to Houghton College, our online platform, and program policies and procedures.

IDEV 312 Field Experience in Development

2-4-F&S, M, Summer

A cross-cultural experience in an approved setting in the area of International Development. Preliminary studies and research, the dynamics of living and serving, ongoing mentorship, and periodic reflection will result in the student completing an analysis of the development work experienced in relation to its cultural context. The student will also keep a journal during the experience and write a summary paper on the experience in the culture. This experience may be linked to formal study-abroad programs, official internship affiliation or pre-approved individual arrangements. Note: Please consult with the Intercultural Studies department regarding requirements for this course before planning your experience. Liberal Arts.

Prerequisite(s): INCL 310

IDEV 338 Issues in Development

4-F16

Introduces students to key issues in the development field. Themes such as the environment, global health, conflict, poverty and globalization will be examined for insights into topics including holistic development, asset-based approaches and methods, social-economic issues, systems and structures (church, NGOs, international institutions and governments), policy development, and monitoring and evaluation. Designed within an international development framework. Examines individual, community and institutional issues. Liberal Arts.

IDEV 345 Community Organization and Development

4-S17

A comparative study of how local communities organize themselves to manage natural resources and provide collective goods and sources with a focus on developing countries. Considers issues related to decentralization and sustainable development. Emphasis on analytic approaches to problem solving. Liberal Arts.

IDEV 346 Governance and Development

4-WSP

A study of patterns of governance and politics typical of developing countries with an emphasis on relationships between governance and development. Liberal Arts.

IDEV 347 Development Communication and Grant Writing

4-WSP

Examines the various theories, methods/approaches and processes used in the development communication field. Case studies will be drawn from many development themes including global health (HIV/AIDS), agriculture, poverty and environment. Emphasis and focus will be on basic principles and values of development communication that challenge the dominant paradigm. Liberal Arts.

IDEV 348 Foundations of Health Development

4-WSP

Explores spiritual, historical, cultural, environmental, economic and political factors that often determine the health of individuals and populations. Case studies and experiences will be drawn from all regions of the world with a focus on interventions at community, national and international levels. Topics range from community health development principles and concepts of holism to national and international health policy and partnership issues. Liberal Arts.

IDEV 389, 489 Intercultural/International Development/Linguistics Internship

1 - 4-F&S, M, Summer

A practical internship with an organization or ministry that connects service with an intercultural or multicultural setting. Student is to demonstrate the integration of learning and service. Possible for intercultural, development or linguistics credits. By application only. Can only be done once the required Intercultural/Field Experience has been met. May be repeated.

IDEV 484 Integrative Senior Seminar

4 or 6-F&S

Student will participate in the Senior Seminar for the INCL major and the companion major. In cooperation with the advisor of each major, the student will develop one research project that meets the requirements for each major. Liberal Arts.

INCL 195, 295, 395, 495 Special Topics

1, 2, 3 or 4-WSP

Topics offered according to interest and demand. Liberal Arts.

INCL 201 Introduction to Global Issues

4-F&S

Focuses on current global trends and issues. Students examine responsible alternatives seen

from an interdisciplinary perspective based on biblical justice and mission. Topics include poverty, disease, hunger, underdevelopment, illiteracy, corruption, climate change, environmental degradation, religious and ethnic conflict. Students examine responses by global Christians both individually and collectively. This is the entry-level course for the Intercultural Studies major. Liberal Arts.

INCL 211 Intercultural Transition and Adjustment

1-F&S

Using the transition model for adjusting to another culture, the student is prepared to move into and adjust to as well as gain a basic understanding of another culture. Cross-cultural communication, cross-cultural conflict and cultural values are also examined as they relate to living and working in another culture. Required for Spanish and French majors (they may take the INCL 310 course) and encouraged for any student going on a study abroad experience. Usually offered as a part of INCL 310 or may be offered as a course by itself in Mayterm. Liberal Arts.

INCL 215 Christian Introduction to Islam

3-F17

An introduction to the beliefs and practices of Islam from a Christian perspective. Selected readings in the Qur'an and Hadith will provide a foundation for understanding contemporary Muslims, Islam and the different challenges that confront Muslims today. Emphasis will be given to how Christians can thoughtfully engage with Islam and their Muslim neighbors.

INCL 243 Cultural Anthropology (CDRP, see Foreign Languages)

4-F

Cultural and social aspects of human behavior; comparison of cultures. Satisfies Community: Anthropology. Liberal Arts.

INCL 254 African Cultural Arts

3-F&S

This course explores the African arts as both cultural expression and cultural epistemology (a

way of engaging and knowing the world that differs from Western empiricism and consumerism). It provides hands-on experience of the ways in which the arts can serve as agents of cultural preservation as well as cultural transformation. It seeks to guide students in the exploration of the spiritual, philosophical, social and psychological drivers of the cultural arts in order to gain a deeper appreciation of diversity and human creativity. Students will be introduced to a broad array of artistic expression and media in Africa under the guidance of local experts and artists (e.g., visual arts, music, hand crafts, culinary arts, dance, storytelling and other performing arts). Students will come to appreciate the unique role and effectiveness of the arts in culture (e.g., prophetic confrontation of injustice in the status quo or communicating in ways that overcome linguistic barriers, etc.) and gain a new sense of the irreducible value of the arts for life and development. The course has high emphasis on participation and reflection. Satisfies Culture: Art. Liberal Arts. Part of Go-Ed semester.

INCL 255 Thai Cultural Arts

3-F&S

This course explores the Thai arts as both cultural expression and cultural epistemology (a way of engaging and knowing the world that differs from Western empiricism and consumerism). It provides hands-on experience of the ways in which the arts can serve as agents of preservation as well as transformation in culture. It seeks to guide students in the exploration of the spiritual, philosophical, social and psychological drivers of the cultural arts in order to gain a deeper appreciation of diversity and human creativity. Students will be introduced to a broad array of artistic expression and media in Thailand under the guidance of local experts and artists (including visual arts, music, hand crafts, culinary arts, dance, Likay and other performing arts). Students will come to appreciate the unique role and effectiveness of the arts in culture (e.g., prophetic confrontation of injustice with the status quo or communicating in ways that overcome linguistic barriers, etc.) and gain a new sense of the value of the arts for their life and work. The course has a high emphasis on participation and reflection. Satisfies Culture: Art. Liberal Arts. Part of Go-Ed semester.

INCL 256 History, Religion & Society of the Mekong Region

3-F&S

This course provides an introduction to the historical and social context of the Mekong sub-region of Southeast Asia and explores the dynamics between religious, political and other social foundations and contemporary forces of change. The course begins with a survey of the major religions of the region (chiefly Buddhism and tribal Animism) and their enduring influence on worldview and culture. The course proceeds with a survey of regional history

from ancient times (including the Lana kingdom, of particular significance to Chiang Mai's heritage) through nation building and international relations to the emergence of globalization. Students will be guided to explore the influence of intangible factors on tangible institutions and historical events. The course includes several excursions to nearby sites and guest lectures to ground the knowledge of the Mekong region with an experiential sense of place and perspective. Liberal Arts. Part of Go-Ed semester.

INCL 260 Introduction to Islamic Foundations

4-S17

Muhammad's life and writings are the foundations of Islam. The Islamic faith will be appraised through a historical and primary source approach in which students will read through the entire Qur'an in chronological fashion and a significant portion of the Hadiths. The students' mastery of Muhammad's life and Quranic vocabulary and a confident grasp of Quranic theology will give them a strategic appreciation of Islamic history and the present global Muslim community issues. Liberal Arts.

INCL 291, 391, 491 Independent Studies

1, 2, 3 or 4-WSP

Liberal Arts.

INCL 310 Intercultural Competencies

4-F&S

Explores the knowledge, attitudes and skills for transitioning into, adapting to, working in and functioning successfully in an intercultural context. Key topics include cultural values, intercultural communication, researching culture, being a change agent, dealing with conflict and working with individuals from another culture. Required for INCL 311. Liberal Arts.

Prerequisite for INCL majors/minors: INCL 201 and ANTH 243 or permission

INCL 311 Intercultural Experience

0 - 4-F&S, May, Summer

A cross-cultural experience in an approved setting in an area of service related to the student's concentration or field of interest. Preliminary studies and research, the dynamics of living and serving, ongoing mentorship, and periodic reflection will result in the student completing a cultural profile, journal and summary paper on the experience. This experience may be linked to formal study-abroad programs, official internship affiliation or pre-approved individual arrangements. Note: Please consult with the Intercultural Studies department regarding requirements for this course before planning your experience. Liberal Arts.

Prerequisite(s): INCL 310

INCL 314 Exclusion and Exploitation: Marginal people of the Mekong

3-F&S

This course examines the exclusion and exploitation of people in the Greater Mekong Sub-region (GMS). Topics to be covered include identifying the various groups of people who are marginalized in the GMS and the basis of their exclusion (including race, ethnicity, nationality, citizenship, gender, religion, economic status and other factors); describing the types of injustice faced (including poverty, human rights violations, discrimination, prejudice, genocide, persecution, labor exploitation, trafficking, prostitution, forced migration of IDPs, refugees and economic refugees); examining the history, context and causes of exclusion and exploitation; and analyzing indigenous, governmental, NGO and faith-based responses. Liberal Arts. Part of Go-Ed Semester.

INCL 319 Cross-Cultural Field Practicum

3-F&S

This course is designed to give students hands-on cross-cultural experience with community development work in East Africa. Students will be exposed to international development and relief programs and will have the opportunity to work in cross-cultural work environments and contribute meaningfully to their assigned program. Students will begin to assess their own ability to live and work in cross-cultural settings as well as be introduced to the challenges faced in the Millennium Development Goals. Liberal Arts. Part of Go-Ed semester.

INCL 322 History of Islamic Theology and Movements

4-WSP

Following the death of Muhammad, issues of theological orthodoxy and governmental orthopraxy flourished in a context of conflict and growth. Students will appraise the historical developments of Muhammad's life and his revelations in the areas of theology, philosophy, jurisprudence, governance, literature and culture. Relying on primary sources and historical disciplines, students will study the wide history of Islamic thought up until the OPEC crisis of 1973-74. Students will gain confidence in grasping and discerning the many variants within the so-called unified Islamic ummah. Liberal Arts.

INCL 340 African Traditional Culture and Religion

3-F&S

Fast means of travel and communication have shrunk the world into almost one village. However, the ease of contact does not necessarily mean ease of mutual understanding, and it has become imperative to understand other cultures to be able to relate to each other as human beings. The aim of this course is to provide students with the academic tools for social and cultural analysis with a specific focus on the African traditional culture and religion in general and special emphasis and examples drawn from the Rwanda culture and religion. The course will explore some of the characteristics of the African cultures and traditional religions and the values and social perspectives they vehicle, and it will look at the influence of those cultures on the receptivity to Christianity, Islam and development. Liberal Arts. Part of Go-Ed semester.

INCL 341 Biblical Foundations of Global Christian Service

4-WSP

An examination of the biblical foundations of mission based on the concept of *missio dei* (God's mission). The course explores the extensive Old Testament roots and the New Testament development of mission with special relevance to global Christian service in missions and other cross-cultural venues. Issues and theological themes of significance to these areas of Christian service are explored.

INCL 342 Contextualization in Missions

4-WSP

Study of the interaction of the biblical message as it comes to life within a cultural context. The primary focus is on the Church but includes the broader understanding of the kingdom of God. Areas of study include theology, leadership, worship, ministry and kingdom living.

Both past and present ideas of contextualization are covered. Liberal Arts.

INCL 345 Peacebuilding: Genocide and Religious Diversity

3-F&S

This course explores issues of peace building and reconciliation in the Great Lakes region. While the primary focus is on the Rwandan context, other conflicts and situations in the region are also addressed. Students will study issues in the healing of trauma (both personal and social) and the processes of building peace and establishing reconciliation in Rwanda. The history of Rwanda is important to understanding the basis of genocide. As students learn about the reconstruction process, they will discover the roles played by the state, the Church and non-governmental organizations. The role of the international community during both the genocide and the rebuilding process will be discussed. Students will also discuss the increasing presence of religious diversity. Students will have opportunities to interact with individuals who experienced these human tragedies as well as those who are at the forefront of reconciliation work in the country. Liberal Arts. Part of Go-Ed semester.

INCL 350 Culture Change and Its Effects on Traditional Societies

4-F

Globalization is spreading rapidly around the world, and this is causing significant culture change to traditional societies. With a strong focus on history and case studies, this course will make students aware of what is happening and give them the theoretical knowledge to understand, empathize with and assist people who are wrestling with change. Pre- or Co-requisite: Cultural Anthropology. Liberal Arts.

INCL 361 Engaging the Muslim World

4-F16

For over 1,400 years, Islam and Christendom have frequently engaged in rival forms of civilization encounters and/or clashes: invasions, polemics, diplomacy, colonization, dialogue, commerce and academic research, each according to the context of the era. Relying on comparative, historical and missiological methodologies, students will study the ever-changing yet often-repeated approaches to Muslims in chronological appearance and from various Christian communities: the Oriental churches, the Byzantine Orthodox churches, the Roman Catholic Church and the Protestant churches, with special emphasis on the current Evangelical “contextualized” approaches. Students will gain strong confidence

and learn wise diplomacy in sharing Jesus with Muslims in a wide variety of means. This course has a fee. Liberal Arts.

Prerequisite(s): INCL 260

INCL 381 Social Context for Community Development

3-F&S

As this is a course looking at the social context of community development, we will begin our discussions by looking at society, its structure and a variety of social contexts. We will then examine poverty, worldviews and a continuum of development practices. We will discuss a variety of tools and hopefully come up with a few new ones before our field visits toward the end of the course. There will be short writing assignments given throughout the course, each designed to help you think through the material presented. You will have a final project due at the end of the course. We will discuss topics for this project during the first week of class. The last two class days will be dedicated to giving presentations based on your final papers. Liberal Arts. Part of Go-Ed semester.

INCL 389, 489 Intercultural/International Development/Linguistics Internship

1 - 4-WSP

A practical internship with an organization or ministry that connects service with an intercultural or multicultural setting. Student is to demonstrate the integration of learning and service. By application only. Can only be done once the required Intercultural/Field Experience has been met. May be repeated.

INCL 440 Unorthodox and Folk Islam

4-WSP

Classical Islam is very resistant to creative theological variants within the Islamic ummah and brands them as deviant heresies, of which Folk Islam is the most common expression. Yet “unorthodox” expressions, even so-called “secular Islam,” are far more prevalent forms of Islam among the youth and womenfolk than the orthodox interpretations, and Houghton students and graduates are far more likely to encounter these unorthodox expressions. This requires our students to grasp the diverse roots of widespread Islamic heterodoxy, syncretism, occult expressions, spiritual warfare and secularism. Liberal Arts.

Prerequisite(s): INCL 260

INCL 441 Islam in North America

4-WSP

The Islamic movements in North America are unique in being both very recent and limited to Afro-Americans and immigrants. That is changing given that international funding for a vibrant political Islam in America is among the strongest in emerging religions. Students will explore the various sociological expressions, their political aspirations and their texts. Special attention will be given to various Christian ministries to Muslims in North America. Liberal Arts.

Prerequisite(s): INCL 260

INCL 442 Globalization and Islamization

4-S18

Among the three most vibrant international movements in the emerging 21st century are Christianity, Islam and globalization, and the most contested nexus is in the techno-secularized cities of the world. Students will focus specifically on the post-colonial conflicts and integration efforts of Muslims in the global communities and the impact of globalization on Islamic societies. Attention will be given to recent international clashes between globalized secularism and Muslims, various political and Christian responses, and the need for a Christ-centered confident response to both globalization and Islamization. Liberal Arts.

Prerequisite(s): INCL 260

INCL 482 Senior Capstone: Intercultural Seminar

2-F&S

Joint weekly discussion sessions of all senior majors aimed at reflection on critical broad principles and fine-tuning of abilities for intercultural service. Program faculty assumes team leadership and preparation of topics and format, and they each present a summary session on key issues for the entire seminar. Students each present an approved paper on an area of interest stemming from studies and intercultural experience. Several weeks may be set aside for specific disciplines to meet separately for capstone discussions in their fields. Liberal Arts.

INCL 496 Honors in Intercultural Studies

4-S

Liberal Arts.

INDS 208 Preparing Liberal Arts Students for Careers (P/U)

4-S

Provides students with an opportunity to learn about the working world and possible career options upon graduation with an Associate of Arts degree from Houghton College Buffalo.

INDS 321, 322, 323, 324, 325, 326 Honors Seminar

1-F&S

Topical seminars open to students who have completed one of Houghton's gateway honors curricula. Weekly discussion of readings or other primary sources culminating in a substantial paper. Successful completion of three honors seminars will be recognized on a student's transcript by the words, "Comprehensive Honors." Courses need to be completed sequentially. Liberal Arts.

INDS 482 Senior Capstone: Interdisciplinary Studies

1 - 4-WSP

Incorporates both (or all) areas of approved Interdisciplinary Studies major and provides senior capstone experience.

INST 101, 102 Applied Lessons

1, 2 or 3-F&S

Normal level for introductory private study, non-majors.

INST 201, 202 Applied Lessons

1, 2 or 3-F&S

Normal entering level for Bachelor of Arts, Composition, Music Education and Bachelor of Music with Non-Music Elective Studies majors.

Prerequisite(s): Audition or INST 102 and permission of studio faculty

INST 301, 302 Applied Lessons

1 - 6-F&S

Normal entering level for performance majors; intermediate private study for Bachelor of Arts, Composition, Music Education, Bachelor of Music with Non-Music Elective Studies majors, minors and elective study.

Prerequisite(s): Audition or INST 202

INST 401, 402 Applied Lessons

1 - 6-F&S

Advanced private study for BMus majors.

Prerequisite(s): INST 302 and successful Sophomore Review

INTS 102 Transitions 102: Succeeding at Houghton (P/F)

1-F

Consideration of topics essential to success as a student in Houghton's Christian academic community. Introductory experiences in individual and collaborative reading, writing, research and discussion facilitated by Houghton student and faculty leaders. Content focused on the Houghton Reads book (summer reading) and related supplementary materials. Exploration and understanding of the Christian perspectives and behavioral expectations embodied in the Houghton Community Covenant. Consideration of other selected social, intellectual and theological issues pertinent to Christian life in a global 21st-century world. Orientation to successfully navigating and utilizing the offices and services of the college. Required for all first-year students; satisfies Transitions requirement.

INTS 104 Transitions for Transfers: Succeeding at Houghton College

0-F&S

Transitions for Transfers is a half-semester course required for all entering transfer students. The course is designed to address the unique circumstances, both social and academic, of transfer students who have already had previous experience with college life. The class acquaints new students with life on the Houghton campus, college policies and available services and resources provided by the college. Course topics include academic integrity, career counseling and services, financial literacy, academic records and course selection, graduation requirements, and library resources. Social gatherings and activities are planned to provide opportunities for new students to become acquainted and involved in campus life.

INTS 149 Honors: East Meets West Proseminar

1-F

Introduction to the themes and problems of East Meets West Honors. Introduces topics such as Balkans history, Balkan literature and approaches to political conflict and world order. Combines lectures with seminar discussions, emphasizing critical reading and writing. Pass/Fail. Liberal Arts.

INTS 150 Science Honors Seminar

1-F

Introductory overview of the topic for Science Honors, which focuses on a scientific question of societal importance. Reserved for first-year Science Honors students. INTS 150 taken concurrently with INTS 156. Liberal Arts.

INTS 153 East Meets West

12-S, 3-May

Integrating the disciplines of history, literature, theology and politics, this course surveys the development of Western culture by focusing on the West's historic interaction with the Orthodox and Islamic cultures of the Mediterranean, Eastern Europe and the Mideast. The Mayterm trip to the Balkans completes the experience. In combination with INTS 149, satisfies the Faith Foundation: Theology requirement; the Writing Competency requirement; the Culture requirements in Fine Arts, History and Literature; and half of the Community

requirement. Liberal Arts.

INTS 154 Science Honors I

3-S

Insights drawn from the disciplines of biology, chemistry, physics, writing and communication are applied to understanding and communicating about a scientific question of societal importance and working toward solutions. Classroom activities, which include lectures, laboratory experiments, writing and speaking, are motivated by the students' need for the specific information and skills required to reach solutions. Reserved for first-year Science Honors students. INTS 154 taken concurrently with INTS 157 and INTS 159. Together with INTS 155, satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

INTS 155 Science Honors II

4-May

Insights drawn from the disciplines of biology, chemistry, physics, writing and communication are applied to understanding and communicating about a scientific question of societal importance and working toward solutions. Classroom activities, which include lectures, laboratory experiments, writing and speaking, are motivated by the students' need for the specific information and skills required to reach solutions. Reserved for first-year Science Honors students. Together with INTS 154, satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

Prerequisite(s): MATH 181 (or MATH 170/171 Calculus I with Pre-calculus A and B or MATH 160/161 Calculus for Life Sciences A and B), INTS 154

INTS 156 Science Honors: Writing

1-F

Writing component of INTS 150. Reserved for first-year Science Honors students. INTS 156 taken concurrently with INTS 150. Liberal Arts.

INTS 157 Science Honors: Writing II

1-S

Writing component of INTS 154. Reserved for first-year Science Honors students. INTS 157 taken concurrently with INTS 154 and INTS 159. Satisfies Competency: Writing. Liberal Arts.

Prerequisite(s): INTS 156

INTS 159 Science Honors: Communication

2-S

Communication component of INTS 154. Reserved for first-year Science Honors students. INTS 159 taken concurrently with INTS 154 and INTS 157. Satisfies Community: Communication. Liberal Arts.

INTS 167 Imagining Wholeness: Psychology and Literature

4-F14

Examines descriptions of the fragmentation of modern and postmodern life in psychology and literature along with prescriptions for restoring wholeness, order and meaning. Connections to art, religion and drama include a visit to New York City. Lectures combine with seminar discussion and small-group tutorials. Satisfies Culture: Literature and Community: Psychology. Liberal Arts.

INTS 170 London Honors Proseminar

2-F

Preparation for the honors semester in London. Establishes ancient and medieval background for the era to be studied in London (1450-present) through exposure to classic texts and artifacts. Pass/Fail. Liberal Arts.

INTS 171 Honors in London

16-S

An interdisciplinary examination of the development of Western modernity from 1450 forward with some attention to West/non-West interactions, enriched by the resources of London. In combination with INTS 170 (London Honors Proseminar), satisfies all of the

Integrative Studies Culture requirements (History, Literature, Philosophy and Fine Arts) as well as the Faith Foundation requirement in Theology, half of the Community requirement and the Writing Competency. Liberal Arts.

INTS 203 Literature and Wisdom

6-F or S

Critical analysis of the contours of a world and life view combined with an introduction to the Western literary heritage and a detailed critical analysis of perennial and foundational issues in epistemology (the nature of truth and knowledge), metaphysics (the nature of reality: persons, the world and God) and ethics. Includes works of poetry, drama and fiction as well as philosophical texts from the classical to the postmodern era. Satisfies Culture: Literature, Philosophy. Liberal Arts.

INTS 210 Scholastica: Scripture, History & Creed

6-F

An interdisciplinary honors course in biblical studies and theology available through an application process to students in their second year or beyond who have not participated in one of Houghton's first-year honors curricula. Examines historical paradigms in the understanding of Scripture and Christian doctrine and how they have been influenced by historical developments. Students will be expected to synthesize content from a variety of sources and demonstrate and refine their understanding through a series of writing exercises. Satisfies Faith Foundation: Bible, Theology. Liberal Arts

INTS 235 Interpreting the Environment: Trail Development

2, 3 or 4-F&S

Principles, processes and techniques used to interpret the environment and develop interpretive materials, centers and trails. Through service-learning, students will develop interpretive, recreational, meditative, exercise or other trails to complement their major program or Integrative Studies. One hour of lecture/3, 4.5, or 6 hours of applied (depending on credit hours chosen - 3 applied hours for two credits, 4.5 for three credits and 6 for four credits). Applied hours include research and preparation of interpretive presentations as well as trail development, as appropriate.

INTS 275 Engaging Urban Culture

1-F&S

Students will explore some aspects of urban culture. Meetings will be held every other week in a setting outside of the classroom. This course provides academic structure for engagement that will help students to experience, explore and understand the complex diversity of Buffalo and to foster reflection on our place in a diverse world. Events will be planned that explore features of urban culture, such as history, architecture, music, the visual and dramatic arts, and other aspects of Buffalo and its subcultures. A lab or activity fee may be charged. Liberal Arts.

LING 101 Arabic Language

4-WSP

Arabic is spoken in various regional dialects throughout the Arab world. This class introduces Modern Standard Arabic (MSA), the commonly understood language used in all media and in the academic and intellectual community. While MSA is not the “street language” of any particular country, it provides an excellent grounding towards fluency in any dialect in the Arab world. Those who wish to go beyond this one semester introduction will be directed to an intensive Arabic program within the Arab world. Liberal Arts.

LING 106 Introductory Swahili

0 or 2-S

Prepares students for basic Swahili skills (survival mode). Introduces basic grammar, vocabulary and conversational skills as used in Tanzania. Focus is on hearing and speaking. Liberal Arts. Does not meet the Integrative Studies language requirement. Part of Houghton in Tanzania.

LING 156 Conversational Swahili

4-S

Will meet most conversational needs. The vocabulary will be limited to the kind of words that would commonly be used in rural village life in Tanzania. The focus in class will be on hearing and speaking Kiswahili. Liberal Arts. Part of Houghton in Tanzania.

LING 220 Introduction to Linguistics

4-F

An introduction to the basic sub-fields of linguistics. Emphasis on phonetics and phonology (the study of sounds and systems of sounds), morphology (the study of word formation), syntax (phrase and sentence formation and function) and semantics (the study of meaning in language), pragmatics (how language is used in wider contexts), and historical linguistics (how language changes over time). Liberal Arts.

LING 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

LING 295, 395, 495 Special Topics

1, 2, 3 or 4-WSP

These offerings take advantage of faculty expertise to focus on advanced linguistic topics of interest to the student body. Special Topics courses can include Conversational Language Learning and Analytical Methods, The Structure of African Languages, and others. Liberal Arts.

Prerequisite(s): to be determined at the time of offering

LING 312 Sociolinguistics

4-S18

Explores the sociology of language, focusing on language use patterns in multilingual societies around the world: language maintenance and death; language attitudes; internal and external language change; the development of pidgins and creoles; endangered languages; and language documentation, development and revitalization. Liberal Arts.

LING 322 Phonetics

4-F17

An introduction to the theory and practice of articulatory phonetics. Students learn to produce, perceive and transcribe with symbols all sounds known to be used in human language; intensive drill in definition, recognition, production and transcription of the whole range of sounds used in human speech. Liberal Arts.

LING 323 Phonology I

4-S18

Explores sound systems of the world's languages with a focus on identifying and analyzing phenomena including consonants, vowels, syllables, tone, intonation, stress, length of consonants and vowels, the organization of sound systems, and how sounds affect one another. The examination includes detailed discussion of discovery procedures and theoretical perspectives, which provide an analytical framework. Liberal Arts.

Prerequisite/Co-requisite: LING 322 Phonetics or permission

LING 333 Grammar I

4-F

Explores grammar in the world's languages from a functional and typological theoretical perspective, focusing on techniques for identifying, understanding and analyzing the variety of grammatical patterns attested throughout the world. The course provides a solid grounding in major issues of syntactic theory concerning linguists today. Liberal Arts.

LING 350 First and Second Language Acquisition

4-S18

Explores linguistic, psychological and sociocultural contexts of language acquisition as well as implications for both formal and informal language teaching and learning. In addition to course readings and class discussions, students examine areas of language acquisition theory through their own research and writing. Liberal Arts.

LING 351 Linguistics for TESOL (Teaching English to Speakers of Other Languages)

4-F16

Examines some of the unique challenges facing English language learners through an exploration of English phonetic, phonological, morphological, syntactic, semantic and pragmatic phenomena. Study includes transfer problems between other languages and English and the implications for teaching English in multiple contexts.

Prerequisite(s): LING 220

LING 370 Understanding English Grammar

4-S17

Explores the grammar of English from a linguistic perspective, utilizing a functional and typological theoretical framework. Students will examine the historical development of English, morphology, lexicon, the ways in which words and morphemes can be combined into phrases, clauses, sentences, and larger units. Students will analyze English data to better understand why speakers of English speak the ways they do. The course also provides a basic overview of syntactic theory and major issues in modern linguistics. Liberal Arts.

Prerequisite(s): LING 220 or permission

LING 371 TESOL Methods: ELA

3-F

Examines the language, reading and writing development of English language learners. It explores assessment and instructional methods of teaching English Language Arts to speakers of languages other than English. Also explores ways of creating a classroom learning environment that encourages English language and literacy development for all learners.

Prerequisite(s): LING 220, LING/EDUC 351 and LING 350 or permission

LING 373 TESOL Field Experience

1 - 2-F

Taken concurrently with TESOL Methods: ELA, this weekly practicum provides experience working in both formal and informal settings with learners of English as a second language. It provides students completing the Intercultural Studies TESOL concentration or TESOL minor with an opportunity to gain guided experience in putting their learning into practice.

Prerequisite(s): LING 220, LING 351 and LING 350, or permission

LING 389, 489 Intercultural/International Development/Linguistics Internship

1 - 4-F&S, M, Summer

A practical internship with an organization or ministry that connects service with an intercultural or multicultural setting. Student is to demonstrate the integration of learning and service. Possible for intercultural, development or linguistics credits. By application only. Can only be done once the required Intercultural/Field Experience has been met. May be repeated.

MATH 111 Math for the Liberal Arts

4-F16

A survey course intended to introduce students to several ideas of mathematics, their historical context, and their applications and significance in society. The course will cultivate an appreciation of the significance of mathematics and develop students' mathematical reasoning through selected topics in logic, set theory, probability, statistics, number theory, graph theory, the real number system and problem solving. Satisfies Creation: Math. Liberal Arts.

MATH 115 Fundamentals of Calculus

4-WSP

A problem-based approach to the basic ideas of calculus, beginning with a discussion of topics that precede calculus, including linear functions and polynomials. The calculus portion discusses velocity, tangent lines and areas. Incorporates peer group work with a strong emphasis on graphing technology. With this course, students will become acquainted with calculus, the math that helped create the industrial revolution and is the driving force behind modern technology. This course is not intended to prepare students for Calculus I but, rather, to expose students who do not need a rigorous course to the ideas of calculus. Satisfies Creation: Math. Liberal Arts.

MATH 131 Principles of Statistics

4-S17

This course introduces students to basic concepts and applications of probability theory and statistics. Students will learn how to collect, describe, understand, use and interpret data in meaningful ways. Topics will include sampling procedure and bias, summary statistics, graphical displays, probability and probability distributions, statistical inference, correlation, and linear regression. This course does not satisfy requirements for any major. Satisfies Creation: Math. Liberal Arts.

MATH 160 Calculus for Life Sciences A

4-F

The first of a two-course sequence providing an introduction to a variety of mathematical topics used in analyzing problems in the life sciences. Topics include sequences, linear discrete-time models and equilibria, limits, continuity, derivatives, optimization, modeling with ordinary differential equations, and exponential models and equilibria. Scientific software will be used throughout the course. Satisfies Creation: Math. Liberal Arts.

MATH 161 Calculus for Life Sciences B

4-S

The second of a two-course sequence providing an introduction to a variety of mathematical topics used in analyzing problems in the life sciences. Topics include antiderivatives, integration, series, continuous probability distributions, first-order ordinary differential equations including numerical solutions, and qualitative analysis. Scientific software will be used throughout the course. Completing this course with a C will meet the prerequisite for Calculus II. Liberal Arts.

Prerequisite(s): Math 160

MATH 170 Calculus I with Pre-calculus A

4-WSP

Together with MATH 171 Calculus I with Pre-calculus B, this course covers all the material of MATH 181 Calculus I with integrated treatment of pre-calculus topics. Expected calculus topics include limits, continuity and the Intermediate Value Theorem; the theory and computation of differentiation of algebraic and trigonometric functions and applications of differentiation including tangent lines and related rates. Pre-calculus topics to support these

topics will be addressed as needed. Students who received an SAT Math score of 550 or lower or equivalent who need to take Calculus I must complete this course. Enrollment by permission only. Satisfies Creation: Math. Liberal Arts.

MATH 171 Calculus I with Pre-calculus B

4-WSP

Together with MATH 170 Calculus I with Pre-calculus A, this course covers all the material of MATH 181 Calculus I with integrated treatment of pre-calculus topics. Expected calculus topics include applications of derivatives including optimization, curve-sketching and the Mean Value Theorem; introduction to Integration, including the Fundamental Theorem of Calculus, computation of areas and the technique of substitution; calculus of transcendental functions, Pre-calculus, computation of areas and the technique of substitution; and calculus of transcendental functions. Pre-calculus topics to support these topics will be addressed as needed. Students who complete this course with a C have fulfilled the prerequisite for Calculus II. Satisfies Creation: Math. Liberal Arts.

Prerequisite(s): MATH 170

MATH 181 Calculus I

4-F16

A first semester of single-variable calculus including limits, continuity and the Intermediate Value Theorem; theory and computation of differentiation of algebraic, trigonometric and transcendental functions; applications of derivatives including optimization, curve-sketching, related rates and the Mean Value Theorem; introduction to integration, including the Fundamental Theorem of Calculus; and computation of areas and the technique of substitution. Students who have completed MATH 171 cannot take this course. Satisfies Creation: Math. Liberal Arts.

Prerequisite(s): SAT Math score higher than 550 or equivalent or permission

MATH 182 Calculus II

4-F16

A second semester of single-variable calculus including derivatives of all transcendental functions and L'Hospital's rule; theory and techniques of integration including substitution, parts, trigonometric substitution, partial fractions and improper integrals; applications of

integrals including area, volume, arc length and surface areas; sequences and series, including Maclaurin and Taylor series; and basic calculus for parametric equations and polar coordinates. Satisfies Creation: Math. Liberal Arts.

Prerequisite(s): MATH 181 (or MATH 170/171 Calculus I with Pre-calculus A and B or MATH 160/161 Calculus for Life Sciences A and B)

MATH 210 Introduction to Proofs

2-F16

Introduces the central idea of proof in mathematics and some standard proof formats used throughout the Math major. The course includes propositional logic, an introduction to predicate logic, direct proof, proof by contradiction and mathematical induction. Liberal Arts.

Prerequisite(s): MATH 181 (or MATH 170/171 Calculus I with Pre-calculus A and B or MATH 160/161 Calculus for Life Sciences A and B)

MATH 214 Discrete Mathematics

2-F17

Introduction to discrete mathematical topics: equivalence relations, partial orders, functions, recurrence relations, counting, introduction to probability, graphs and introduction to algorithm analysis. Liberal Arts.

Prerequisite(s): MATH 210

MATH 225 Multivariate Calculus

4-S17

Space geometry, vectors, vector function, function of several variables, partial differentiation and multiple integration. Liberal Arts.

Prerequisite(s): MATH 182

MATH 241 Differential Equations

4-F16

Methods of solution and applications of principle types of differential equations. Liberal Arts.

Prerequisite(s): MATH 182

MATH 261 Linear Algebra

4-S17

Linear algebra: systems of linear equations, vector spaces, linear mappings, inner products and matrices. Liberal Arts.

Prerequisite(s): MATH 181 (or MATH 170/171 Calculus I with Pre-calculus A and B or MATH 160/161 Calculus for Life Sciences A and B)

MATH 281 History of Mathematics

4-WSP

A contextual study of the history of mathematics and some of the classical problems. Liberal Arts.

Prerequisite(s): MATH 182

MATH 295, 296, 395, 396, 495 Special Topics in Mathematics

1, 2, 3 or 4-WSP

Previous topics include graph theory, knot theory, number theory and linear algebra II. Liberal Arts.

MATH 325 Real Analysis I

4-S17

This course develops a rigorous foundation for the fundamental topics covered in calculus: continuity, differentiability, integrability and convergence based on limits and the axioms of the real number system. Liberal Arts.

Prerequisite(s): MATH 182, MATH 210, MATH 261

MATH 331 Numerical Analysis

4-WSP

Representation of numeric data. Error analysis, mathematical basis and limitations of techniques relating to selection of method. Topics: linear and nonlinear systems, curve fitting, numerical calculus, and programming in MatLab. Liberal Arts.

Prerequisite(s): MATH 182, MATH 261, CSCI 211

MATH 333 Probability and Statistics I

4-F17

This course introduces students to discrete and continuous probability, including conditional probability, random variables, independence, Bayes' Theorem, expected value, variance, distributions and the Central Limit Theorem. Using the probability covered in the first half of the semester, the course also covers some of the main topics of mathematical statistics, including statistical hypothesis testing, errors, correlation, regression equations and analysis of variance. Co-requisites: MATH 210 and MATH 225. Liberal Arts.

MATH 341 Mathematical Modeling

4-F16

A course designed to develop an appreciation for and understanding of the mathematics of complex systems. Particular problems from the life sciences and social sciences illustrate the principles and process of mathematical modeling and motivate the development of tools and techniques employed throughout applied mathematics. Liberal Arts.

Prerequisite(s): MATH 241

MATH 351 Modern Geometries

4-S17

A survey of geometry including advanced Euclidean geometry and an introduction to non-Euclidean geometries. Liberal Arts.

Prerequisite(s): MATH 182, MATH 210

MATH 361 Abstract Algebra I

4-F16

Groups and subgroups, rings and ideals, fields, homomorphisms, and isomorphisms. Liberal Arts.

Prerequisite(s): MATH 210, MATH 261

MATH 380 Mathematics Research Seminar

1-S17

This course introduces students to the experience of mathematics research. Each student will be part of a team working with a faculty member on an open problem. This course may be repeated multiple times for credit. Liberal Arts.

Prerequisite(s): MATH 210

MATH 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

MATH 393 Summer Collaborative Research in Mathematics

1, 2, 3 or 4-WSP

Summer research in collaboration with a mathematics faculty member, focusing on a current area of mathematical research. Students work intensively with a faculty member over the course of four weeks during the summer. Liberal Arts.

Prerequisite(s): according to the chosen area of research

MATH 425 Real Analysis II

2-4-WSP

This course covers selected topics from real and functional analysis, building on the foundation from Real Analysis I. Liberal Arts.

Prerequisite(s): MATH 325

MATH 433 Probability and Statistics II

2 - 4-WSP

This course covers topics selected from parametric and non-parametric hypothesis testing, ANOVA, partial and multiple correlation methods, regression, curve fitting, and Monte Carlo simulation. Liberal Arts.

Prerequisite(s): MATH 333

MATH 452 Point Set Topology

4-WSP

Open and closed sets. Connected, compact and metric topological spaces. Liberal Arts.

Prerequisite(s): MATH 261

MATH 461 Abstract Algebra II

2 - 4-WSP

A continuation of material from Abstract Algebra I. Topics may include advanced group theory and ring theory, Sylow theorems, modules and vector spaces, Galois theory, and finite fields. Liberal Arts.

Prerequisite(s): MATH 361

MATH 471 Complex Analysis

4-WSP

Complex number system, limits, differentiation and integration in the complex plane, and complex series. Liberal Arts.

Prerequisite(s): MATH 225, MATH 325 or permission

MATH 482 Senior Capstone: Mathematics Seminar

4-S17

A capstone course that draws on many other courses. Emphases on formulating, solving and explaining challenging problems in both verbal and written form. Liberal Arts.

Prerequisite(s): senior status or permission

MATH 496 Honors in Mathematics

4-WSP

Liberal Arts.

MBCM 201 Intro to Music Technology and Recording Arts

3-F

An introductory survey of the history and theoretical foundations of music technology and recording arts. Topics include acoustics, audio principles, Digital Audio Workstation basics, recording technologies, studio basics, fundamentals of computers for audio, MIDI basics and audio software/technology troubleshooting. Students will be given a basic overview of each of the areas under study and will be able to perform rudimentary operations in each skill area.

MBCM 206 Introduction to Music Business

3-S

An introductory overview of the recording and music industry and the operations of its various segments. Students will gain an understanding of where monies are generated, how to protect their interests, who key players are in the business, how deals are made and broken, and how new developments in digital technology are changing the way music is marketed, promoted, distributed and heard. This course presents students with the career opportunities that are available within the industry and the knowledge needed to succeed in this business.

MBCM 210 Introduction to Lighting and Design

3-WSP

This course covers techniques of designing lighting for various stage forms, creative planning, and projection of designs for specific productions. Students will learn the fundamentals of seeing differently in lighting design, exploring the mind's eye and learning how to "paint" with light. Students will also translate theatrical and musical moments into lighting sketches, storyboards and atmospheres, learn transitioning from one atmosphere to another and develop points of view and approaches. Fundamentals of the tools of the lighting designer, preparation for theater, production techniques, concert techniques and assistant skills are covered.

MBCM 215 Introduction to Music Publishing and Marketing

3-TBD

This course will teach students how to set up an independent publishing company, including administration of copyrights, the role of performance rights organizations (BMI, ASCAP, SESAC) and preparing a functioning system for song catalogs. The student will develop a publicity plan, submit songs to register with the copyright office, learn how to market and promote compositions and writers by developing effective pitch and promotion strategies, and discover how to turn demos and lyrics into a functioning independent publishing and marketing business.

MBCM 220 Music Industry Seminar

2-TBD

This seminar course focuses on the concepts, terminology and methodology of the music industry's inner workings by engaging students in open discussion with music industry professionals across all areas within the field.

MBCM 225 Survey of the Music Industry

3-TBD

A survey of the development of the music and recording industry in America, including the history of recording, establishment of the major labels and the inner workings of the industry that drives the music business. Students will also explore a diversity of music industry career paths in areas such as arts management, music products and merchandizing, public relations, music production and recording, publishing, and online music distribution.

MBCM 307 Advanced Music Production

3-F

Explores core concepts of acoustics and psychoacoustics, the MIDI protocol, music composition and performance using MIDI, hardware-based sound synthesis, software-based sound synthesis (virtual instruments), effects plug-ins and audio sampling through the creation, and performance and production of music works in the electronic medium. Students will gain a deep understanding of the MIDI protocol and will explore the implications of MIDI and effects in the context of music production, recording, composition and performance.

MBCM 308 Recording and Studio Technique

3-S

Examines the technical aspects and aesthetic implications of digital audio software tools, digital audio theory and practice, and advanced sound recording techniques. Students analyze console signal flow, explore microphone techniques and discuss professional session protocol. Students explore these topics through the creation of music using a variety of recording/microphone techniques and computing tools including Pro Tools.

MBCM 315 Music Production Analysis

3-WSP

This course distills decades of experience from recording producers into a focused step-by-step approach to the essential elements of successful records. This course will examine the emotional aspect of music and how that incorporates into memorable musical experiences. The genres may change, and the message and lyrics may change, but the actual craft of making a great record remains the same. This course will develop listening skills and teach how producers who have 30 years of experience listen to music differently than developing producers.

MBCM 320 Artist Management and Development

3-TBD

This course will allow students to explore the role and importance of an artist manager, what they do, and how they impact the career of the artist and his or her brand. The course covers why an artist needs a manager, the keys to finding the right artist(s), and the key

roles the manager as developer plays in an artist's career. It also explores a typical management contract and develops artist career planning, money management and what to do when things go wrong. The student will also examine the principles of leadership dynamics and motivation in order to focus and empower current and potential managers.

MBCM 408 Critical Listening and the Art of Mixing

3-WSP

This course provides recording musicians, producers and engineers with a better sense of the mixing process and explores the creative and technical considerations necessary to mix in today's music production environment. Students will develop their ability to hear and identify the key features of a well-balanced and professional mix. The course explores musical width and depth, EQ and frequency range, dynamics, panning, reverb, delay, compression, phasing, distortions, dynamic processing, automation techniques and different mix approaches.

MBCM 409 Sound Design & Processing for TV, Film, Video Games

3-WSP

This interdisciplinary course introduces the fundamentals of digital signal processing, musical systems programming, and a wide range of sound design and processing techniques through the SuperCollider programming language and Pro Tools. Students will explore fundamentals of object-oriented computer programming and musical digital signal processing in this project-based course; focus on the creation and performance of music, synthesis and sound effects using cutting-edge computer tools; and investigate the creation of their own audio synthesis and transformation software.

MBCM 415 Web-Based Tools for the Music Industry and Worship Arts

3-TBD

This course gives students practical experience in using web-based tools for tasks related specifically to the commercial music industry and worship arts field. Students will learn to use Internet tools for creating an online presence, branding, music marketing, digital distribution, remote collaboration, web-based project management and social media community building.

MBCM 489 Music Industry Internship

1 - 3-F&S, Summer

An internship in music industry is intended as a capstone experience for program studies in music and music industry. Internships may take place in the fields of music business, artist management, marketing, promotions, live sound, recording and/or various production environments. Students are encouraged to make contact with potential internship programs well before their internship semester. Music industry internships are usually done in the final semester following completion of the student's other required coursework.

MCHU 311 Historical Congregational Song

2-WSP

Introductory history of hymnology from the early Christian Church to about 1950. An investigation of hymnic poetic and musical styles. Stress upon familiarity with the hymnal. When taken with MCHU 312, satisfies Culture: Art or Music. Liberal Arts.

MCHU 312 Recent Congregational Song

2-WSP

Survey of diverse streams of Christian congregational song in English from about 1950 to the present time, including songs of "hymn explosion," songs of the liturgical renewal, Praise & Worship repertoire, and global song. Basic music-reading ability is expected. When taken with MCHU 311, satisfies Culture: Art or Music. Liberal Arts.

MCHU 451 Music and Worship

4-WSP

Music and liturgical practices in the history of the Christian Church and consideration of issues in contemporary worship practice in light of church history and Christian theology. Satisfies Culture: Music. Liberal Arts.

MED 200 Vocal Methods

1-S

Vocal Methods provides an examination of the vocal instrument as well as teaching strategies appropriate for teaching vocal/choral music students in a middle school and high school setting. Designed for intended music educators, the course provides opportunities to experience basic training in the correct use of the singing voice in addition to intellectual analysis of the development of efficient singing technique and skill in performing literature.

MED 210 Field Experience in Music Education

2-May

Students participate in three weeks of field experiences in high-need school districts working as teachers' assistants and meet in a weekly seminar to discuss their experiences. Designed to fulfill the New York State field experience mandate; students earn 75-90 hours of field experience credit taken during freshmen or sophomore years. Students may opt to take EDUC 240, Teaching in Urban America, in lieu of this course. Taken concurrently with MED 211. (See [Music Student Handbook](#) for detailed explanation of Field Experience and other Certification requirements.)

MED 211 Workshop: Language Acquisition and Literacy Development

0-S

Introduces music education majors to foundational concepts surrounding language acquisition and literacy development and provides resources for developing the listening, speaking, reading and writing skills of native English speakers and students who are English language learners.

MED 227 String Techniques

2-WSP

Preparation for teaching violin, viola, cello and double bass through the high school level. Development of playing and demonstration abilities. Survey of methods and materials. Two hours of class, three hours of practice.

MED 240 Percussion Techniques

2-WSP

Preparation for teaching percussion instruments through high school level. Development of playing skills on timpani, mallet instruments and drums. Survey of percussion ensemble music and other materials. One class per week, three hours of practice.

MED 241 Brass Techniques

2-WSP

Preparation for teaching brass instruments through the high school level. Development of playing and demonstration abilities. Survey of methods and materials. Two hours of class, three hours of practice.

MED 242 Woodwind Techniques

2-WSP

Preparation for teaching woodwind instruments through the high school level. Development of playing and demonstration abilities. Survey of methods and materials, two class hours, three hours of practice.

MED 351 Elementary School Methods

2-F

This course provides an introduction to the teaching and decision-making skills necessary to be an effective elementary general music teacher (K-6). Through peer teaching; observations; teaching sessions with children; and reading, writing and creative assignments, prospective elementary music teachers will develop an understanding of the musical development of children and the skills needed to teach them effectively. There will be a particular emphasis upon preparation to teach according to the New York State Learning Standards for the Arts and the National Association for Music Education National Core Music Standards. This course has a lab fee.

MED 352 Secondary School Methods

2-S

Preparation for directing secondary school (grades 7-12) choral ensembles and for teaching secondary-level general music and other non-performance music classes. Particular

emphasis upon preparation to teach according to the New York State Learning Standards for the Arts.

MED 354 Instrumental Methods

2-S

Instrumental music program in public schools. Organization and training of school orchestras, bands and instrumental classes and pedagogical methods of the standard band and orchestra instruments. Particular emphasis on preparation to teach by the New York State Learning Standards for the Arts.

MED 405 Student Teaching in Music

12-F

Practical experience teaching music in public schools. Two placements, six to seven weeks each, one on the elementary level (grades K-6) and one on the secondary level (grades 7-12). Criteria for approval: Completion of required professional education coursework as per emphasis, cumulative GPA of at least 2.70, documentation of at least 100 hours of field experience and approval by the Student Teaching Committee.

MED 419 Student Teaching Seminar

2-F

Seminar during and following student teaching dealing with effective teaching practices including problems of motivation, group management, curriculum development and musical education goals. This course has a lab fee.

MHS 222 Introduction to Film Music

3-WSP

History and aesthetics of music written for Hollywood films. Exploration of the sociology, philosophy, psychology and technique of film music. Review of the elements of musical style with particular emphasis on their relation to the dramatic aspects of film. Written work emphasizing critical analysis of the use of music in various American film genres. Satisfies

Culture: Music. Liberal Arts.

MHS 223 History of Commercial Music in the US

3-Mayterm

An examination of the history of the commercial music industry in America from the start of the commercial music industry to the commercial music industry of today, including the musical influence of the commercial song. Beginning with the birth of American popular music in the US, the course explores the development of ragtime, blues, jazz, the crooners, American musical theater, country, Latin, rock and roll, rock, rap, and contemporary Christian music. Satisfies Culture: Music. Liberal Arts.

MHS 230 Music History and Literature I (Early Music to Baroque)

3-F

Development of music from earliest times through the Baroque period (1750). Principles of listening and style analysis, lectures and discussion. Principles of Christian aesthetic are discussed. Satisfies Culture: Music. Liberal Arts.

MHS 254 Music of World Cultures

3-WSP

Survey of Asian, Latin American, African and European music; listening experience with research and analysis. Introduction to ethnomusicology to broaden student's perspective. Recommended for those interested in the mission field or intercultural relations. Satisfies Culture: Music. Liberal Arts.

MHS 280 Music History & Literature II (Classical-Romantic)

3-F

Development of music from early Classical through the Romantic period. Principles of listening and style analysis, lectures, discussion and oral presentations. Principles of Christian aesthetic are discussed. Satisfies Culture: Music. Liberal Arts.

MHS 380 Music History and Literature III (20th Century and Beyond)

3-F

Development of music styles in cultural context from the late Romantic period through the 20th Century and beyond. Principles of listening and style analysis, lectures and discussion. Emphasis on individual research, writing and class presentations. Evaluation of cultural trends through a Christian worldview perspective. Satisfies Culture: Music. Liberal Arts.

MHS 490 Topics in Music History

3-F&S

Historical and analytical study of works from the topic chosen for each semester's offering. Topics may include focused period surveys, specific composer studies, national or regional musics, specific major works, genre surveys, etc. Liberal Arts.

MIN 210 Introduction to Christian Ministries

3-F

Investigation of the biblical, historical and practical foundations for ministry as essential components of Christian vocation. Lay and professional aspects of ministry are explored in the context of the vocational call. A broad overview of ministry-related fields will be presented, including parish, educational, cross-cultural and parachurch ministries. This course is recommended for anyone interested in any form of full-time ministry.

MIN 316 Worship in the Church

3-S17

An introduction to liturgical theology including explorations into the biblical and theological foundations for worship and the sacramental life of the Church. Special emphasis is given to the task of contextualization in planning worship services and examining the pastoral role in the Church's liturgical life and witness.

MIN 317 Leadership in the Church

3-F16

Study of the pastoral office as it relates to the roles of counselor and administrator. Theories and techniques of pastoral counseling are considered. The administrative duties of the pastor are emphasized with particular focus on church management, Parliamentary Law and The Discipline of The Wesleyan Church.

MIN 324 Principles of Expository Preaching

4-S18

Focus is on the preparation and delivery of sermons. Combines the theory of organizational structure with the tools and techniques for biblically based preaching. Includes practice in preparing and preaching various types of expository sermons.

Prerequisite(s): COMM 101 or permission

MIN 410 Ministerial Field Education

3 - 6-Summer

Professional field experience in a local church during a summer internship. Combines theory and practice of ministry through seminars and on-site supervision; focuses upon pastor as worship leader and pastor as shepherd.

MISS 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

MISS 241 History of the Global Christian Movement

4-WSP

A study of the expansion and development of the global Christian movement with emphases upon chronological and geographical growth and cross-cultural interchange and partnership from apostolic days to the present. Special attention to connections to issues and relationships in the global church in today's world. Liberal Arts.

MISS 242 Missions and the Global Church

4-S18

Survey the contemporary state of the global church and its mission; introduction to theology of missions, goals and strategies; special attention to current trends, issues and research.

MISS 243 Introduction to Missiological Foundations

4-S17

An introduction to important concepts needed for effective missions ministry. This includes biblical (Old and New Testament) and theological foundations of mission based on the concept of *missio dei*, an understanding of contextualization studying the interaction of the biblical message within a cultural context (including a range of applications from leadership to worship) and other current issues impacting missions ministry.

MISS 295, 395 Special Topics in Missions

1, 2, 3 or 4-WSP

Topics offered according to interest and demand.

MISS 311 Cross Cultural Field Experience

3 or 4-WSP

Introduction to mission work through pre-approved cross-cultural ministry either overseas or in North America. Guided readings and a project are required in consultation with the instructor. INCL 211 Intercultural Transition and Adjustment is recommended.

MISS 341 Biblical and Theological Foundations of Missions

4-WSP

An examination of the biblical foundations of mission based on the concept of *missio dei* (God's mission). The course explores the extensive Old Testament roots and the New Testament development of mission with special relevance to global Christian service in missions and other cross-cultural venues. Issues and theological themes of significance to these areas of Christian service are explored. Liberal Arts.

MISS 342 Contextualization in Missions

4-WSP

Study of the interaction of the biblical message as it comes to life within a cultural context. The primary focus is on the Church but includes the broader understanding of the kingdom of God. Areas of study include theology, leadership, worship, ministry and kingdom living. Both past and present ideas of contextualization are covered. Liberal Arts.

MISS 361 Engaging the Muslim World

4-F16

For over 1,400 years, Islam and Christendom have frequently engaged in rival forms of civilization encounters and/or clashes: invasions, polemics, diplomacy, colonization, dialogue, commerce and academic research, each according to the context of the era. Relying on comparative, historical and missiological methodologies, students will study the ever-changing yet often-repeated approaches to Muslims in chronological appearance and from various Christian communities: the Oriental churches, the Byzantine Orthodox churches, the Roman Catholic Church and the Protestant churches, with special emphasis on the current Evangelical “contextualized” approaches. Students will gain strong confidence and learn wise diplomacy in sharing Jesus with Muslims in a wide variety of means. This course has a fee. Liberal Arts.

Prerequisite(s): REL 260

MISS 395 ST: Missions in Africa

2-4-WSP

The Gospel in East Africa. Exploration of the receptivity of African Christians to the Gospel from first-hand encounter with African Christians and church leaders. Analysis of traditions, practice, forms and experiences. Also, an examination of strategies for furthering the Gospel including varieties of missionary methods. First-hand contact with numerous missionary efforts. Clear view of the impact of Christianity and the ongoing challenges in East Africa. Missions, Intercultural Studies or elective credits. Optional Houghton in Tanzania Program course.

Prerequisite(s): previous coursework in missions or permission

MISS 440 Unorthodox and Folk Islam

4-WSP

Classical Islam is very resistant to creative theological variants within the Islamic ummah and brands them as deviant heresies, of which Folk Islam is the most common expression. Yet “unorthodox” expressions, even so-called “secular Islam,” are far more prevalent forms of Islam among the youth and womenfolk than the orthodox interpretations, and Houghton students and graduates are far more likely to encounter these unorthodox expressions. This requires our students to grasp the diverse roots of widespread Islamic heterodoxy, syncretism, occult expressions, spiritual warfare and secularism. Liberal Arts.

Prerequisite(s): REL 260

MISS 441 Islam in North America

4-WSP

The Islamic movements in North America are unique in being both very recent and limited to Afro-Americans and immigrants. That is changing given that international funding for a vibrant political Islam in America is among the strongest in emerging religions. Students will explore the various sociological expressions, their political aspirations and their texts. Special attention will be given to various Christian ministries to Muslims in North America. Liberal Arts.

Prerequisite(s): REL 260

MLT 211 Music and Listening: An Introduction

3-F&S

Introduction to the study and enjoyment of classical masterpieces in music: recordings, outside biographical readings, reports on current musical events. Satisfies Culture: Music. Liberal Arts.

MLT 450, 451, 452, 453 Brass, Woodwind, String and Percussion Literature

2-WSP

Survey of standard chamber, solo and orchestral excerpt repertoire from the Baroque period to the present. Emphasis on stylistic and interpretive traits, pedagogical issues and

repertoire selection, major composers, and representative works. Liberal Arts.

MLT 460 Vocal Literature

2-S

Survey of standard vocal repertoire from the High Baroque period to the present. Emphasis on stylistic and interpretive traits, pedagogical issues and repertoire selection, major composers, and representative works. Liberal Arts.

MLT 470 Organ Literature

2-WSP

An examination of the history of the development of the organ and its literature from the Middle Ages to the present. Examination of style and structure and their impact on performance. Liberal Arts.

MLT 480 Piano Literature

2-WSP

An examination of the history of the development of the piano and its literature, including music written for early keyboard instruments that, today, is accepted as part of the piano repertoire. Emphasis on 18th-, 19th- and 20th-century repertory. Examination of style and structure and their impact on performance. Chamber music with piano, concerti and solo piano literature. Liberal Arts.

MSL 101/101L Foundations of Officership (Course and Lab)

2-F

The purpose of this semester is to introduce cadets to fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership and officership. Additionally, the semester addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships. Upon completion of this semester, the cadets should be prepared to receive more complex leadership instruction.

MSL 102/102L Basic Leadership (Course and Lab)

2-S

This semester builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. "Life skills" lessons in this semester include problem solving, critical thinking, leadership theory, followership, group interaction, goal setting and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations.

MSL 201/201L Individual Leadership Studies (Course and Lab)

2-F

Building upon the fundamentals introduced in the MSL 100-level courses, this instruction delves into several aspects of communication and leadership theory. The use of practical exercise is significantly increased over previous semesters as cadets are required to apply communications and leadership concepts. Virtually the entire semester teaches critical "life skills." The relevance of these life skills to future success in the Army is emphasized throughout the course.

MSL 202/202L Leadership and Teamwork (Course and Lab)

2-S

The final semester of the Basic Course focuses principally on officership, providing an extensive examination of the unique purpose, roles and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision making and leadership to focus on a career as a commissioned officer. Upon completion of this semester, cadets should possess a fundamental understanding of both leadership and officership, demonstrate the ability to apply this understanding in real-world situations and be excited about the prospect of shouldering the responsibility of a commissioned officer in the United States Army.

MTH 101 Music Fundamentals I

3-F

Focused work in identification (aural and written) of intervals, scales, rhythms, chords and other basic materials of Western tonal music. Improving fluency in aural and theoretical

skills. Liberal Arts.

MTH 102 Music Fundamentals II

3-S

Continuing exploration of music fundamentals including triads, keyboard skills, aural identification of musical elements and introduction to standard repertoire. Introduction of basic melodic construction, elements of sound and modes. Intended for students desiring to improve musical and notational fluency. Satisfies Culture: Music. Liberal Arts.

MTH 220 Music Theory I

3-F

Basic concepts of rhythm as expressed in both Western and non-Western contexts, the construction and linear tendencies of melody, diatonic and non-functional harmony, elementary keyboard skills, and monophonic composition. Co-requisites: MTH 221 or instructor permission. MTH 220 and MTH 221 together satisfy Culture: Music. Liberal Arts.

MTH 221 Musicianship I

1-F

Identification of chromatic intervals and melodies in tonal context. Development of ability to sight-sing melodies of moderate length using moveable-do solfege syllables. Fluency in irregular meters, improvisation and keyboard skills. Introduction to modal and world culture scales.

MTH 227 Music Theory II

3-S

Analysis and composition geared toward continued study of rhythm and melody. Introduction to basic counterpoint and extensive work in non-chromatic harmony with continued development and application of keyboard skills. Co-requisite: MTH 228 or permission. Liberal Arts.

Prerequisite(s): MTH 220 or permission

MTH 228 Musicianship II

1-S

Continued work with practical application of theoretical musical concepts. Focus on aural identification of Western pitch collections (both tonal and modal). Pentatonic collections and all chromatic intervals as well as sight-singing in those collections in various meters. Continued development of keyboard skills as well as an introduction to singing while playing. Students will regularly apply and demonstrate course skills in improvisational groups. Co-requisite: MTH 227 or permission of instructor. Liberal Arts.

Prerequisite(s): MTH 221 or permission of instructor

MTH 325 Music Theory III

3-F

Continuing analysis, composition and arranging work using Western tonal harmony through advanced chromaticism and 18th-century counterpoint. Continued development of software skills. Co-requisite: MTH 326 or permission of instructor. Liberal Arts.

Prerequisite(s): MTH 227

MTH 326 Musicianship III

1-F

Continuing work in tonal sight-singing, ear training and dictation through advanced chromaticism. Two class hours per week plus independent computer- and tutor-assisted instruction. Continued development of software skills. Co-requisite: MTH 325 or permission of instructor. Liberal Arts.

MTH 327 Music Theory IV

3-S

Western music of the 20th and 21st centuries along with relevant materials from selected world music traditions. Development of analytical, compositional and arranging skills using these materials. Continued development of software skills. Co-requisite: MTH 328. Liberal Arts.

Prerequisite(s): MTH 325

MTH 328 Musicianship IV

1-S

Development of sight-singing, aural and improvisational skills involving the music of the 20th and 21st centuries along with relevant materials from selected world music traditions. Two class hours per week plus independent computer- and tutor-assisted instruction. Continued development of software skills. Co-requisite: MTH 327 or permission of instructor. Liberal Arts.

MTH 458 Sixteenth Century Counterpoint

3-WSP

A study of the principles of counterpoint in Western music with an emphasis on models from 16th-century vocal polyphony. Analysis of repertoire, original compositions. Liberal Arts.

Prerequisite(s): MTH 326 or permission

MTH 463 Form and Analysis

3-WSP

Structural and harmonic analysis of musical form through simple and compound song form, variation, rondo and sonata forms. Contrapuntal forms of the invention, chorale prelude, fugue and canon. Study of the analysis techniques of Schenker, La Rue and others. Liberal Arts.

MTH 466 Orchestration

3-WSP

Study of instrument families and combinations in literature with emphasis on composition, arrangement and transcription for specified ensembles. Students will develop skills in combining techniques drawn from various historical and contemporary practices.

MUS 180-182 Practicum in Music Industry

0 or 1-F&S

Hands-on training and operational experience in principles and practices of live sound and recording events for Houghton College, Greatbatch School of Music. Emphasis on proper procedures and best practices in real-world work environment. Co-requisite: employment as student worker for Live Sound and Recording Services. Can be repeated; must be taken for credit in first semester. By permission of instructor.

MUS 191, 291, 391, 491 Independent Study

1, 2, or 3-WSP

MUS 207 Introduction to Pro Tools

3-F

Introduction to Pro Tools sound and recording software. Foundational skills necessary to record, edit and mix at a basic level using a DigiDesign Pro Tools system. Focus: fundamental tools and techniques through demonstrations, real-world examples and frequent hands-on assignments. Successful completion prepares students to take the Pro Tools 101 DigiDesign Certification exam. This course has a lab fee. By permission of instructor.

MUS 208 Pro Tools Production I

3-S

Continued study of Pro Tools: expanding range of tools and techniques. Focus: expanded hardware and software configurations, developing versatile tools for manipulating and editing both audio and MIDI data and implementing various techniques to facilitate larger and more sophisticated mixing scenarios, again through real-world examples and frequent hands-on assignments that will enhance your capabilities in all aspects of Pro Tools production. Successful completion prepares students to take the Pro Tools 110 DigiDesign Certification exam. This course has a lab fee.

Prerequisite(s): MUS 207

MUS 219, 220 Foreign Language Diction

1/1- F&S

Basic diction facility in English, Italian, German and French. Required of Voice majors and concentrations (any curriculum); elective for others. Two class meetings per week.

MUS 222- 224 Jazz Workshop (Houghton Jazz)

0 or 1-F&S

Preparation and presentation of a variety of jazz repertoire including swing, combo and modern styles. Permission of director.

MUS 226 Flute Ensemble

0 or 1-F&S

Preparation and presentation of repertoire for flute ensemble. Permission of director.

MUS 226 Flute Ensemble

0 or 1-F&S

Preparation and presentation of repertoire for flute ensemble. Permission of director.

MUS 229 Basic Conducting

2-F&S

Basic conducting, rhythmic development and baton technique; three hours per week.

Prerequisite(s): MTH 200

MUS 250 Music in Christian Perspective: An Introduction

2-F

Introduction to music studies in the context of Christian worldview. Examination of Biblical, philosophical and scientific bases for human creativity. Discussion of music's role in society

and in the liberal arts context. Orientation to college-level work in music, including diagnostic examination of background knowledge. Liberal Arts.

MUS 255 Brass Ensemble

0 or 1-F&S

Preparation and presentation of repertoire for brass ensemble. Permission of director.

MUS 310-314 Men's Choir

0 or 1-F&S

Major ensemble. Performs repertoire for male voices and combines with Women's Choir to perform mixed repertoire.

MUS 315-319 Women's Choir

0 or 1-F&S

Major ensemble. Performs repertoire for female voices and combines with Men's Choir to perform mixed repertoire.

MUS 320-324 College Choir

0 or 1-F; 0, 1 or 2-S

Major ensemble. Audition required. Ensemble is available for two credits in any semester during which the ensemble tours. By permission of the director.

MUS 329 Choral Conducting

2-S

Elements of choral conducting, training of choirs, rehearsal techniques and preparation of choral scores. Three hours per week.

Prerequisite(s): MUS 229

MUS 331-335 Houghton Symphony Orchestra

0 or 1-F&S

Major ensemble. Audition required. By permission of the director.

MUS 336-340 Houghton College Wind Ensemble

0 or 1-F; 0, 1 or 2-S

Major ensemble. Audition required. Ensemble is available for two credits in any semester during which the ensemble tours. By permission of the director.

MUS 353 Lyric Theater

0 or 1-S

Preparation and presentation of operatic, musical theater and operetta scenes and complete works from the standard repertoire. Typical four-year cycle will comprise one full opera, one full musical or operetta, one bill of one-acts or acts from major works, and one scenes production. Study of techniques of stage movement and stagecraft. Three hours in rehearsal per week; outside rehearsal required. Permission of director.

MUS 356 Voice Pedagogy

2-WSP

Methods of voice production and development as preparation for teaching; emphases on teaching and evaluation. Attention to proper selection of music. Two class hours per week; junior and senior year.

MUS 395 Special Topics

1, 2, or 3-WSP

MUS 430 Instrumental Conducting

2-S

Conducting laboratory band or orchestra; methods of presenting band and orchestral materials. One and one-half hours with laboratory band or orchestra per week.

Prerequisite(s): MUS 229

MUS 430 Instrumental Conducting

2-S

Conducting laboratory band or orchestra; methods of presenting band and orchestral materials. One and one-half hours with laboratory band or orchestra per week.

Prerequisite(s): MUS 229

MUS 447 Piano Ensemble

0 or 1-F&S

Performance of keyboard ensemble repertoire, Renaissance to 20th century. Duet and multi-piano literature. Emphasis on style and special ensemble problems. Fulfills ensemble requirement for junior and senior Applied Piano (performance) majors. Four hours outside practice.

MUS 455 Chamber Singers

0 or 1-F

Practical experience singing in a small group of 12 to 16 performers. Three hours in rehearsal per week. Permission of director.

MUS 460-469 Chamber Ensembles

0 or 1-F&S

Ensembles organized to include interested students. Small groups rehearse three hours per week. Standard literature for handbells, percussion, strings, woodwinds, brass, percussion, guitar, etc., is studied with a view toward public performance during the year. Permission of appropriate ensemble director.

MUS 470 Organ Pedagogy

2-WSP

Examination of teaching methods, materials and technical approaches for the organ. Guided teaching in private and class settings. Required for organ performance majors.

MUS 477 Piano Pedagogy

3-S

Preparation for teaching beginning and intermediate piano students. Study of beginning and intermediate piano methods and literature, including adult and preschool materials. Survey of professional organizations and publications for the private piano teacher and a study of the writings and teaching ideals of great piano pedagogues. Guidelines for development and maintenance of private piano studio. Practicum for teaching community students with presentation of a public recital at the end of the semester.

MUS 495 Internship

3, 4, 5 or 6-WSP

PERF 385 Junior Recital

0-F&S

PERF 485 Senior Capstone: Senior Recital

0-F&S

PH 400 Personal and Professional Ethics (Adult Education)

3-F

Focuses on ethical theories and specific moral issues in the workplace. Includes small group analyses of selected cases and applicable principles. Liberal Arts.

PHED 103 Adaptive Physical Education

1/1-WSP

For those who have a physical disability or are limited by lack of basic training. Satisfies Health and Wellness Competency.

Prerequisite(s): PHED 101

PHED 111 Wellness Lab

.5-F&S

Personalization of health-related fitness concepts including measurement of and exercise prescription for cardiorespiratory endurance, muscular strength and endurance, muscular flexibility, and body composition. Satisfies Health and Wellness Competency: Lab.

PHED 115 Personal Health & Wellness

2-F&S

This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies that improve lifetime health and wellness. Satisfies Health and Wellness Competencies: Lecture, Lab and one PE Activity.

PHED 121 Badminton

.5-S

Physical coordination and conditioning, basic skills, appreciation for physical activity and lifetime fitness in Christian life. Satisfies Health and Wellness: Activity.

PHED 123 Canoeing

.5-F

Physical coordination and conditioning, basic skills, appreciation for physical activity and

lifetime fitness in Christian life. Satisfies Health and Wellness: Activity.

PHED 124 Cross Country Skiing

.5-S

Evaluate personal health-related physical fitness components and incorporate exercise prescription through cross-country skiing. Develop basic skills and an appreciation for physical activity and lifetime fitness in Christian Life. Satisfies Health and Wellness: Activity.

PHED 125 Downhill Skiing

.5-S

Physical coordination and conditioning, basic skills, appreciation for physical activity and lifetime fitness in Christian life. Satisfies Health and Wellness: Activity.

PHED 126 Golf

.5-WSP

Physical coordination and conditioning, basic skills, appreciation for physical activity and lifetime fitness in Christian life. Satisfies Health and Wellness: Activity.

PHED 131 Rock Climbing

.5-F&S

Physical coordination and conditioning, basic skills, appreciation for physical activity and lifetime fitness in Christian life. Satisfies Health and Wellness: Activity.

PHED 135 Swimming for non-majors

.5-F&S

Evaluate personal health-related physical fitness components and incorporate exercise prescription through swimming. Develop basic skills and an appreciation for physical activity and lifetime fitness in Christian Life. Satisfies Health and Wellness: Activity.

PHED 136 Tennis

.5-F&S

Physical coordination and conditioning, basic skills, appreciation for physical activity and lifetime fitness in Christian life. Satisfies Health and Wellness: Activity.

PHED 137 Volleyball

.5-F

Physical coordination and conditioning, basic skills, appreciation for physical activity and lifetime fitness in Christian life. Satisfies Health and Wellness: Activity.

PHED 138 Walking/Jogging

.5-S

Evaluate personal health-related physical fitness components and incorporate exercise prescription through walking and jogging. Develop basic skills and an appreciation for physical activity and lifetime fitness in Christian Life. Satisfies Health and Wellness: Activity.

PHED 140 Weight Training

.5-F&S

Evaluate personal health-related physical fitness components and incorporate exercise prescription through weight training. Develop basic skills and an appreciation for physical activity and lifetime fitness in Christian Life. Satisfies Health and Wellness: Activity.

PHED 141 Walking for Wellness

.5 or 1-S

Physical coordination and conditioning, basic skills, appreciation for physical activity and lifetime fitness in Christian life. For Off-Campus Studies students. Satisfies Health and Wellness: Activity.

PHED 147 Soccer

.5-F

Physical coordination and conditioning, basic skills, appreciation for physical activity and lifetime fitness in Christian life. Satisfies Health and Wellness: Activity.

PHED 191, 291, 391, 491 Independent Study

1, 2, 3 or 4-WSP

PHED 208 First Aid/CPR/AED

.5-S

Basic understanding of lifesaving techniques relative to first aid and cardiopulmonary resuscitation. The course is taught via instructional videos and by the practice of several emergency procedures on human subjects and manikins per standards established by the American Red Cross. No Integrative Studies credit.

PHED 227 Sports Ministry: The Integration of Faith and Sport

3-S17

Students will develop an understanding of the sports culture and will learn how the gospel can be effectively communicated within this context. They will consider sociological factors, historic developments and the biblical text in order to build a theological foundation for the practice of sports ministry. Church and parachurch organizations will be examined as well as evangelism and discipleship methodologies. Students will practice communication skills within sports ministry settings.

PHED 228 Lifeguarding (Activity Lab)

1-WSP

Preventive lifeguarding, basic skills, emergency plans, search and recovery techniques, legal responsibilities, pool operations and record keeping. Satisfies Health and Wellness: Activity.

Prerequisite(s): 15 years of age or older, 500 yards of continuous swim, strong swimming

skills

PHED 230 Aquatics

2-F

Review and refinement of swimming strokes, diving form and water safety skills to a level adequate to obtain swimming instruction certification. Exploration of methods of instruction for swimmers of all ages and abilities. Prepare lesson plans and teach community swim lessons. Preventive lifeguarding, basic skills, emergency plans, search and recovery techniques, legal responsibilities, pool operations, and record keeping. Concurrent registration with PHED 308 unless otherwise approved. Satisfies Health and Wellness: Activity.

Prerequisite(s): 15 years of age or older, 500 yards of continuous swim, strong swimming skills

PHED 232 Epidemiology

2-F

This course will study the cause and transmission of human diseases within a population relating not only to the infectious agent but also the genetic makeup of the community and the social, behavioral, economic and cultural factors of the people affected. Lectures will address the history of public health and epidemiology including cost/benefit analyses, public health policy, and the implications of case reporting to the CDC and local public health departments. The basic principles of the science of epidemiology, with an emphasis on identifying patterns and formulating testable hypotheses to the disease outcome, understanding the types of epidemiological studies, clinical and community trials and the essential biostatistics involved in any experimental design will be addressed. Liberal Arts.

PHED 237 Holistic Health

3-F16

Lifetime health and well-being, interpersonal relationships, and current issues. Topics include stress, human sexuality, mental health, substance use and abuse, death and dying, personal safety, and fitness and nutrition. Field experience required. Satisfies Health and Wellness: Theory.

PHED 243 Prevention, Assessment and Management of Lower Extremity Injuries

3-F

This course will introduce students to core concepts related to the prevention, assessment and management of common lower extremity and pelvic injuries. Underlying anatomical and bio-mechanical factors contributing to these injuries will be emphasized. Students will learn foundational techniques related to history taking and physical examination including observation and palpation of musculoskeletal structures along with special tests to assess range of motion, neuromuscular integrity, functional capacity and postural abnormalities. In addition, students will study the philosophy behind treatment interventions and acquire practical skills in taping, wrapping, padding and bracing.

PHED 245 Prevention, Assessment and Management of Upper Extremity Injuries

3-S

This course will introduce students to core concepts related to the prevention, assessment and management of common upper extremity and trunk injuries. Underlying anatomical and bio-mechanical factors contributing to these injuries will be emphasized. Students will learn foundational techniques related to history taking and physical examination including observation and palpation of musculoskeletal structures along with special tests to assess range of motion, neuromuscular integrity, functional capacity and postural abnormalities. In addition, students will study the philosophy behind treatment interventions and acquire practical skills in taping, wrapping, padding and bracing.

PHED 246 Care, Prevention and Management of Athletic Injuries

2-F

Introduction to the principles of prevention of athletic injuries and managing injuries when they occur. Students will develop an understanding of common injuries, illness and disorders of the head, trunk and extremities. Includes techniques and philosophies of taping, wrapping, padding and bracing for prevention, management and treatment of athletic injuries.

PHED 247 Recognition and Evaluation of Athletic Injuries

4-S

Pathology and evaluation of most common injuries/conditions found in the lower and upper

extremities (i.e., ankle, knee, shoulder). History; observation; palpation; active and passive range of motion; muscle, neurological and functional testing; and postural assessment.

Prerequisite(s): PHED 246 or permission

PHED 275 Methods & Administration of Sports Ministry

3-S18

Students will evaluate sports ministry strategies within local church, parachurch, mission and educational settings. They will review and develop curricula and programs for use within these settings. Students will develop communication skills for a sports audience and will examine evangelism and discipleship methods.

PHED 281 Pre-Physical Therapy Field Experience I

2-F

Mastery of competencies in injury prevention, recognition and assessment; taping and bracing techniques; understanding of the lower extremity; and medical documentation. Requires 25 hours of observation in each of three settings—orthopedics, pediatrics and geriatrics—with an additional 25 hours assisting with rehabilitation in the Houghton College training room. (Hours logged prior to taking this class may count with instructor's pre-approval.) Pre-PT majors only. Co-requisite: PHED 247.

PHED 295, 395, 495 Special Topics

1, 2, 3 or 4-WSP

Depending on interest, demand and faculty availability and expertise, courses will be offered to allow students to consider issues and aspects of physical education not covered in other courses.

PHED 305 Sports Ministry Field Practicum

2-WSP

A supervised field experience in a sports ministry setting: church, camp, mission organization or parachurch sports ministry. The student will relate theory to practice through a

cooperative learning relationship between the ministry organization, student and advisor.

PHED 306 Principles of Coaching and Sport Management

4-S18

Principles and techniques of coaching, systems used in coaching and the development of a coaching system. An in-depth study of the athlete, coach and team as a group. Theories, philosophy and systems of management; program development, finance, purchasing and care of equipment, public relations, facility and personnel management, and legal liability.

PHED 308 First Aid and Safety

2-S

Gives students the knowledge and skills necessary to administer first aid in a reasonable and prudent manner. American Red Cross, First Aid-Responding to Emergencies and CPR/AED for the Professional Rescuer certification will be given upon satisfactory completion of all requirements. This course has a fee.

PHED 313 Sports Marketing and Communication

2-F16

Course will examine the unique application of marketing within a sporting environment. Topics will cover both the marketing of sport and sport products and the marketing of non-sport products through sports. Course will address the theory and application of the traditional marketing concepts of marketing planning, market segmentation and identification of target markets, sport marketing mix, branding, sponsoring and licensing. Special attention will be given to the effective application of media and public relations and the growing landscape of social media and digital communication in the sport industry.

PHED 314 Organization and Management of Physical Education and Athletics

2-WSP

Theories, philosophy and systems of management; program development, finance, purchasing and care of equipment, public relations, facility and personnel management, and

legal liability.

PHED 315 Psychosocial Aspects of Physical Education and Sport

2-WSP

Behavioral and cognitive development, learning theories, and the effects of motivation and cultural/societal factors on performance in physical education and athletics. Liberal Arts.

PHED 325 Fitness Assessment and Evaluation

2-WSP

Practical application and fundamental understanding of measurement techniques associated with the field of fitness and fitness testing. Use of descriptive and inferential statistics in proposing and conducting research and in understanding relevant material from the field.

PHED 330 Physiology of Exercise

4-S18

The analysis of the physiological changes that occur in the body during exercise, after exercise and during a training period. Satisfies Health and Wellness: Theory and Lab. This course has a fee.

Prerequisite(s): BIOL 217 and BIOL 218 or permission

PHED 341 Kinesiology

4-S17

The analysis of the musculoskeletal system and its interrelationship with human movement. This course has a fee.

Prerequisite(s): BIOL 217 and BIOL 218 or permission

PHED 347 Therapeutic Modalities

2-S18

To promote an understanding of the indications, contraindications, applications and physiological effects of various therapeutic modalities and manual techniques used in rehabilitation of injuries.

Prerequisite(s): PHED 246

PHED 348 Therapeutic Exercise Management of Injuries

2-S17

Mechanisms, signs, symptoms, and immediate and long-term rehabilitation procedures for injuries affecting extremities and axial skeleton. Rehabilitation procedures focus on range of motion activities, joint mobilization, open vs. closed kinetic chain activities, therapeutic exercises and equipment.

Prerequisite(s): PHED 246

PHED 381 Pre-Physical Therapy Field Experience II

2-S

Mastery of competencies in injury prevention, recognition and assessment; taping and bracing techniques; understanding of the back and upper extremity; and developing rehabilitation programs. Requires 25 hours of observation in each of three settings—orthopedics, cardiac and neural rehabilitation—with an additional 25 hours assisting with rehabilitation in the Houghton College training room. (Hours logged prior to taking this class may count with instructor's pre-approval.) Pre-PT majors only. Pre-/Co-requisite: PHED 348.

Prerequisite(s): PHED 281

PHED 405 Student Teaching in Physical Education K-6

6-WSP

Taken concurrently with PHED 407 and 411. Students must also register for EDUC 203 and 204.

PHED 406 Student Teaching in Physical Education/Health Education K-6

6-WSP

Taken concurrently with PHED 408 and 412. Students must also register for EDUC 203 and 204.

PHED 407 Student Teaching in Physical Education 7-12

6-WSP

Observation and teaching in elementary and secondary programs. Off-campus assignment under the direction of skilled teachers. Senior year. (See Education department policy on [employment and activities while student teaching](#).) Student must have overall GPA of 2.7. Taken concurrently with PHED 405 and 411. Student must also register for EDUC 203 and 204.

PHED 408 Student Teaching in Physical Education/Health Education 7-12

6-WSP

Observation and teaching in elementary and secondary programs. Off-campus assignment under the direction of skilled teachers. Senior year. Student must register for PHED 412 concurrently. (See Education department policy on [employment and activities while student teaching](#).) Student must have overall GPA of 2.7. Taken concurrently with PHED 406 and 412. Student must also register for EDUC 203 and 204.

PHED 415 Senior Capstone for Non-Certification: Issues Seminar

2-WSP

Analysis and synthesis of current issues or relevant topics of interest related to the discipline. Includes individual or group research on the chosen area and formal presentation of the research.

PHED 496 Honors in Physical Education

4-WSP

PHED x95 ST: Advanced Concepts of Personal Training

4-May-WSP

This course is designed to prepare students with the knowledge, skills and competence to conduct fitness assessments and design exercise programs for various populations. Students will gain practical experience related to healthy fitness management programs and will learn safety techniques and basic sports nutrition. This course will prepare the students to take the National Council on Strength and Fitness (NCSF) personal trainer exam.

PHIL 191, 291, 391, 491 Independent Study

2 or 4-WSP

Liberal Arts.

PHIL 202 Metaphysics, Morality and Mind

4-F&S

Critical analysis of the contours of a world and life view coupled with more detailed critical analysis of perennial and foundational issues in epistemology (the nature of truth and knowledge), metaphysics (the nature of reality: persons, the world and God) and ethics (the nature of goodness and the process of ethical decision making, with close attention to character—virtue and vice—and the foundations of morality). Satisfies Culture: Philosophy. Liberal Arts.

PHIL 222 Logic and Critical Thinking

4-WSP

Introduction to basic argument analysis and informal fallacies as well as inductive and deductive argument forms, including the formal languages of modern philosophical logic, such as truth functional propositional logic, predicate logic and some modal logic. Liberal Arts.

PHIL 230 Philosophy in Film

3 or 4-May

Introduction through texts and film to philosophical reflection on foundational questions in metaphysics (the nature of reality), morality and epistemology (the nature of knowledge or the link between the mind and realities outside the mind, otherwise known as “the external world”). This course introduces philosophical reflection through a close examination of several films that illustrate the challenges of issues such as skepticism and relativism, the nature of personal identity, the possibility of moral responsibility, the problem of evil, and the meaning of life. Satisfies Culture: Philosophy. Liberal Arts.

PHIL 240 Medical Ethics

2-WSP

Introduction to contemporary medical ethics, analyzing case studies and philosophical essays on a variety of dilemmas in contemporary medical practice, such as truth-telling and confidentiality, research ethics, reproductive technologies, abortion and embryonic stem-cell research, and euthanasia and physician-assisted suicide. Service in a local health-care setting is also possible as a supplement to the course (for additional credit). Liberal Arts.

PHIL 241 History of Philosophy I: Ancient and Medieval

4-F

Survey of intellectual history from early Greek through late Medieval thought. Includes Pre-Socratics, Plato, Aristotle, Epicureans, Stoics, Augustine, Aquinas and Ockham. Satisfies Culture: Philosophy. Liberal Arts.

PHIL 242 History of Philosophy II: Modern and Contemporary

4-S

Survey of intellectual history from early modern through 20th-century and postmodern thought. Includes Descartes, Spinoza, Leibniz, Locke, Hume and Kant as well as major figures and movements from the 19th and 20th centuries. Satisfies Culture: Philosophy. Liberal Arts.

PHIL 250 Aesthetics

2-WSP

A philosophical study of art and aesthetic experience focusing on the value of art for human

life rather than the narrower (and less useful) question of the definition of art. Explores the relative importance to a normative theory of art of such values as pleasure, beauty, expression of emotion and understanding and examines how these values can be embodied by various art forms, such as visual art, music, literature, the performing arts (dance and theater) and architecture. Liberal Arts.

PHIL 255 Reason and Religious Belief

2-WSP

Introductory course in religious epistemology, focusing on the sources of religious knowledge and the rationality of religious belief. Philosophical analysis of arguments for God's existence, the problem of evil, and the roles of faith and reason in religious belief. Liberal Arts.

PHIL 256 The Nature of God

2-WSP

Introductory course in philosophical theology, focusing on the concept of God. Philosophical analysis of divine attributes (such as God's power, knowledge, goodness and relation to time). Liberal Arts.

PHIL 260 Introduction to Political Thought

4-WSP

Introduces students to Western political thought from the ancient to the modern world through a close reading of important thinkers. By considering problems of community, obligation, order, justice, liberty and freedom, the course equips students for careful normative reflection on public life. Liberal Arts.

PHIL 265 Christianity, Postmodernism and Beyond

4-WSP

Explores relationship between Christian faith and practice and postmodern culture. Primary and secondary readings drawn from a variety of disciplines and sources explore the implications of postmodernism for church, individuals, the media and popular culture.

Liberal Arts.

PHIL 275 Philosophy of Law

2-WSP

Introduction to fundamental issues surrounding the concept of law, such as the debate between natural law theorists (who maintain that there is a law above human law) and legal positivists (who deny this) as well as issues such as punishment and the basis of the legitimacy of legislative authority. Liberal Arts.

PHIL 290, 390, 490 Special Topics

2 or 4-WSP

Examination of specific movements or particular problems in philosophy or themes in the history of ideas. Liberal Arts.

PHIL 306 Varieties of Postmodernism

3-May, WSP

Interdisciplinary analysis of the many-faceted cultural phenomenon known as “postmodernism.” Moves from an initial starting point considering postmodernism as a reaction to various philosophical claims associated with modernity to the meaning and significance of postmodern ideas as they have been transposed into a variety of other contexts in the analytic humanities, literature, arts and sciences. Liberal Arts.

PHIL 355 Aquinas

4-WSP

Seminar on the thought of Thomas Aquinas involving a close reading of Aquinas’ most important work, the *Summa Theologiae*, with occasional supplementation from other relevant primary and secondary literature. Liberal Arts.

PHIL 360 History and Philosophy of Science

4-WSP

Survey of the rise of Western science from its origins in antiquity to the present, addressing both the content and methods of science in each major period. Major figures considered include Aristotle, Galen, Copernicus, Kepler, Galileo, Descartes, Boyle, Newton, Lavoisier, Darwin and Einstein. A wide range of science fields will be surveyed, and specific attention is given throughout to the interrelationships between science and other disciplines, the relationship between science and culture, and the interaction of science and religion. Liberal Arts.

PHIL 365 Nietzsche

2 or 4-WSP

Seminar on the thought of Friedrich Nietzsche involving a close reading of several of his major works and discussion of his continuing influence on Western thought and culture. (When offered for four hours, may include consideration of works by other influential atheistic philosophers, such as David Hume, Bertrand Russell or Jean Paul Sartre.) Liberal Arts.

PHIL 370 Ethical Theory

4-WSP

Analysis of traditional normative theories (formalism, consequentialism and virtue ethics) through the reading of primary sources. Also explores developments in contemporary moral theory. Liberal Arts.

PHIL 372 Religious Epistemology

4-WSP

Seminar examining the epistemology of religious belief via close reading and discussion of historical and contemporary works. Touches on topics such as the rationality of religious belief, theistic arguments (for God's existence), the problem of evil (and atheistic arguments generally), and faith and reason. The specific issue(s) to be considered will be identified each time the course is scheduled. Repeatable when the topics are diverse. Liberal Arts.

PHIL 375 Kierkegaard: A Man for All Disciplines

4-WSP

Reading seminar on some key works of the “melancholy Dane,” including (for example) “Either/Or,” “Fear and Trembling,” “The Sickness Unto Death,” the “Philosophical Fragments,” and “Concluding Unscientific Postscript.” A “man for all disciplines,” Kierkegaard’s writings continue to attract interest for their philosophical and theological insight as well as their literary sophistication. Liberal Arts.

PHIL 380 Major Figures

2 or 4-WSP

In-depth study of the thought of one or more figures with an emphasis on critical analysis and evaluation of primary source material. Liberal Arts.

PHIL 385 Issues in Philosophical Theology

4-WSP

Seminar in which selected topics in Christian theology are examined via close reading and discussion of historical and contemporary works of philosophical theology. Examples of topics considered: Divine Attributes, Divine Providence (and Human Freedom), God and Ethics, and Faith. The specific issue(s) to be considered will be identified each time the course is scheduled. Repeatable when topics are diverse. Liberal Arts.

PHIL 395 Philosophy Colloquium

1-WSP

A required seminar for philosophy majors, expected during the junior year. The seminar meets concurrently with PHIL 495 and helps prepare students for the Senior Capstone experience the following year. Repeatable. Liberal Arts.

PHIL 495 Senior Capstone: Philosophy Colloquium

2-F

A required capstone seminar for Philosophy majors, normally completed in one of the final

two semesters of the student's college experience. May only be taken once for credit. Liberal Arts.

Prerequisite(s): A minimum of 18 hours in philosophy

PHIL 496 Honors in Philosophy

4-S

Liberal Arts.

PHYS 102 General Astronomy

4-S17

A survey of modern astronomy with emphasis on the structure and dynamics of stars, galaxies and the universe. Current theories of cosmic origins. Six classroom hours with lab each week. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

PHYS 111 Introduction to Physics for Non-Majors I

4-F

Introductory-level algebra-based overview of physics with lab, focusing on central concepts and problem solving. Topics: God and the universe, units, motion, forces, gravitation, rotation, momentum and conservation, energy and conservation, and thermal energy. Taught at participating high schools to their qualified students. Satisfies Creation: Lab Science. Liberal Arts.

PHYS 112 Introduction to Physics for Non-Majors II

4-S

Introductory-level algebra-based overview of physics with lab, focusing on central concepts and problem solving. Topics: God and the universe, states of matter, waves, optics, electricity and magnetism, and nuclear physics. Taught at participating high schools to their qualified students. Liberal Arts.

PHYS 121 Introduction to Physics I

4-F

Algebra-based introduction to physics with lab, focusing on central concepts and problem solving. Topics: God and the universe, units, motion, forces, gravitation, rotation, momentum and conservation, energy and conservation, fluid mechanics, and thermodynamics. Taught at participating high schools to their selected, qualified students. Satisfies Creation: Lab Science. Liberal Arts.

PHYS 122 Introduction to Physics II

4-S

Algebra-based introduction to physics with lab, focusing on central concepts and problem solving. Topics: God and the universe, states of matter, waves and wave equation, electricity and magnetism, and nuclear physics. Taught at participating high schools to their selected, qualified students. Liberal Arts.

PHYS 130 How Things Work

4-F16

Introduction to the science behind a variety of modern technological advancements. Possible topics may include rockets, musical instruments, plasma screens, hybrid automobiles and nuclear reactors. The physical principles relevant to each technology will be explored. Six classroom hours lecture with lab each week. Satisfies Creation: Lab science or 2nd science. Liberal Arts.

PHYS 140 Physics of Music

2-May

This course will focus on the physics of various phenomena associated with music. A quantitative, mathematical approach will be used, and students will apply the methods of science to gain a greater understanding of music. Topics will include harmonics, frequency and tone, overtones, spectral analysis, and the physics of scales. Satisfies Creation: 2nd Science. Liberal Arts.

PHYS 151 General Physics I

4-F

Introduction to physics focusing on central concepts and problem solving. Topics: mechanics, energy and waves. Six hours lecture with lab each week. Satisfies Creation: Lab Science or 2nd Science. Liberal Arts.

Prerequisite(s): MATH 181 (or MATH 170/171 Calculus I with Pre-calculus A and B or MATH 160/161 Calculus for Life Sciences A and B) or evidence of adequate math preparation

PHYS 152 General Physics II

4-S

Introduction to physics focusing on central concepts and problem solving. Topics: thermodynamics, electricity, magnetism, optics and modern physics. Six hours lecture with lab each week. Liberal Arts.

Prerequisite(s): PHYS 151

PHYS 212 Modern Physics

2-F16

Exploration of the implications of Special Relativity using the Lorentz transformation and conceptual introduction to General Relativity. Elementary quantum mechanics using the Schrödinger equation applied to atoms, molecules, solids, nuclei and elementary particles. Three lecture hours each week. Liberal Arts.

Prerequisite(s): PHYS 152

PHYS 215 Statics & Engineering Design

4-S18

Introduction to engineering design in the context of the basic mechanics of static structures and machines. Topics: multidimensional vector analysis of particles and rigid bodies in equilibrium, structural analysis of trusses and frames, friction, center of gravity, and moment of inertia. Introduction, by design project, to topics of technical drawing using CAD software, MATLAB and machine shop skills. Three lecture and three laboratory hours each week.

Liberal Arts.

Prerequisite(s): PHYS 151

PHYS 251 Mechanics I

4-F16

A development of classical Newtonian mechanics focusing on the dynamics of particles and rigid bodies in one, two and three dimensions. Topics covered will include work and energy, central forces, collisions, non-inertial frames of reference, and oscillations. Co-requisite: MATH 241. Liberal Arts.

Prerequisite(s): MATH 182, PHYS 151

PHYS 258 Analog Electronics

4-F16

A study of analog circuits composed of resistors, capacitors, inductors, op-amps, and DC and AC voltage and current sources. Methods of analyses: Kirchoff's Laws, node/mesh, network theorems, bode plots, Laplace transforms and two-port networks. Some software tools explored. Three lecture and three laboratory hours each week. Co-requisite: MATH 241. Liberal Arts.

Prerequisite(s): PHYS 152

PHYS 259 Digital Electronics

4-S18

An introduction to digital circuits including Boolean algebra, logic gates, Karnaugh maps, decoders, flip-flops, registers, microcomputers and interface devices. Characteristics and operation of digital integrated circuits will be covered. Some software tools will also be explored. Three lecture and three laboratory hours each week. Liberal Arts.

Prerequisite(s): PHYS 152

PHYS 260 Optics

4-WSP

Introduction to the study of light. Topics from geometrical optics, such as optical system analysis and aberration theory, and topics from physical optics, including interference, diffraction and Fourier optics. Special topics from quantum optics will also be included. Three lecture and three laboratory hours each week. Co-requisite: MATH 241. Liberal Arts.

Prerequisite(s): MATH 182, PHYS 152

PHYS 275 Experimental Physics Laboratory

1-F16

Selected experiments in mechanics, electricity and magnetism, and modern physics. Liberal Arts.

PHYS 276 Experimental Physics Laboratory

1-S17

Selected experiments in mechanics, electricity and magnetism, and modern physics. Liberal Arts.

PHYS 295, 395, 495 Special Topics in Physics

1, 2, 3 or 4-WSP

Introduction to areas of physics not treated in other courses. Liberal Arts.

PHYS 352 Mechanics II

4-S17

Newton's Laws and conservation laws will be reviewed followed by an examination of Hamilton's Principle and the Lagrangian formulation of mechanics. Using these tools, topics such as central force motion, dynamics of systems of particles and rigid bodies, and coupled oscillations and normal modes will be explored. Liberal Arts.

Prerequisite(s): PHYS 251

PHYS 353 Electricity and Magnetism I

4-F17

An introduction, with applications, to the classical theory of electric and magnetic fields. The course will begin with an overview of vector calculus for electromagnetic theory and will develop Maxwell's equations. Three lecture hours each week. Co-requisite: MATH 225. Liberal Arts.

Prerequisite(s): PHYS 152

PHYS 354 Electricity and Magnetism II

4-S18

An examination of the role of special relativity in electromagnetic phenomena. Maxwell's equations introduced in a relativistic manner and used to investigate the properties of electromagnetic waves. Includes techniques for solving the equations of Laplace and Poisson in electrostatics. Co-requisite: MATH 261 recommended. Liberal Arts.

Prerequisite(s): PHYS 353

PHYS 355 Thermal Physics

4-F17

Analysis of laws of thermodynamic equilibria in solid, liquid and gaseous phases; introduction to statistical mechanics in terms of the microcanonical, canonical and grand canonical ensembles. Liberal Arts.

Prerequisite(s): MATH 241, PHYS 152

PHYS 356 Quantum Mechanics

4-F16

Modern quantum mechanics with an emphasis on matrix methods. Topics to be covered include time evolution of wave functions, harmonic oscillators, angular momentum, central potentials, the hydrogen atom and perturbation theory. Co-requisites: MATH 261 recommended. Liberal Arts.

Prerequisite(s): MATH 241, PHYS 212

PHYS 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

PHYS 393 Summer Collaborative Research in Physics

1, 2, 3 or 4-Summer

Research in collaboration with a physics faculty member focusing on a current area of physics research. Students work individually or in small teams reviewing literature, designing and building apparatus, collecting and analyzing data, and describing their work in written form. This course usually involves travel to other laboratories such as Los Alamos National Laboratory or Cornell University. May be repeated for credit. Liberal Arts.

Prerequisite(s): Instructor permission

PHYS 471 Physics Project Laboratory

1-F

Participation with a faculty member in an individual research project. May be repeated for credit. Liberal Arts.

Prerequisite(s): Instructor permission

PHYS 472 Physics Project Laboratory

1-S

Participation with a faculty member in an individual research project. May be repeated for credit. Liberal Arts.

Prerequisite(s): Instructor permission

PHYS 482 Senior Capstone: Physics Seminar

1-S

Written and oral presentation of work completed in PHYS 471/472 (for Physics BS) or on a

topic of current interest in physics journals (for Physics BA). Liberal Arts.

PHYS 496 Honors in Physics

4-WSP

Liberal Arts.

POLS 111 College Introduction to American Government and Politics

3-WSP

This course introduces students to the intellectual and institutional foundations of American government and politics including the U.S. Constitution, popular control of government and major political institutions. Taught at participating high schools to selected, qualified students. Satisfies Community: Political Science. Liberal Arts.

POLS 191, 291, 391, 491 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

POLS 205 In Search of Justice

4-F

How do we do justice and avoid injustice through political activity? We explore the possibilities and pitfalls of the search for justice by considering classic theories of justice, studying citizen action and the policy process, and examining case studies of specific issues such as health care, same-sex marriage, human trafficking or other issues of current concern. Satisfies Community: Political Science. Liberal Arts.

POLS 212 Social Science Research Methods

4-S

Basic scientific method and application to social phenomena, procedures and

methodological problems in various types of social research, and methods of data analysis. Liberal Arts.

POLS 220 The American Political System

4-S

The foundation course in American politics. Focuses on the basic design of the American political system, including constitutionalism, federalism and the separation of powers, with special attention to the Founding principles as explained in the Federalist. Additional topics can include political parties, elections, Congress and the President, bureaucracy, the judiciary, and state and local government. Liberal Arts.

POLS 227 Governing Rural Communities

4-WSP

A study of local governance and politics in a rural context, exploring town, county and regional perspectives with an emphasis on policy analysis and civic engagement. Includes a fieldwork component combining research and service learning. Liberal Arts.

POLS 230 Introduction to International Relations

4-WSP

Development of the international system of nation-states; effects of system structure and intrastate elements on international relations; concepts such as power, balance of power, sovereignty, interdependence; and issues such as foreign policy decision making, causes of war and nuclear arms control. Liberal Arts.

POLS 240 Comparing Nations

4-WSP

Comparative basis for understanding similarities and differences in political systems around the world, focusing on Europe and Asia. Typical issues: historical development, ideology, political parties, interest groups, government, and domestic and foreign issues. Liberal Arts.

POLS 260 Introduction to Political Thought

4-F

Introduces students to the tradition of Western political thought from the ancient to the modern world through a close reading of important thinkers. By considering problems of community, obligation, order, justice, liberty and freedom, the course equips students for careful normative reflection on public life. Liberal Arts.

POLS 270 Introduction to Public Policy

4-WSP

An introduction to the nature of public problems and the diverse ways in which governments respond. Includes concepts and methods of policy analysis, legal instruments of public policy, legislation and its implementation, the work of public agencies at various levels of government, and the role of the courts in the policy process. Illustrated by cases drawn from a range of policy areas, such as the environment, education, health-care, transportation and housing. Liberal Arts.

POLS 275 Philosophy of Law

2-F&S

Introduction to fundamental issues surrounding the concept of law, such as the debate between natural law theorists (who maintain that there is a law above human law) and legal positivists (who deny this) as well as issues such as punishment and the basis of the legitimacy of legislative authority. Liberal Arts.

POLS 295, 395, 495 Special Topics in Political Science

4-WSP

According to demand and interest, courses will be offered on a range of topics in any area of political science. Liberal Arts.

POLS 295H ST: East Meets West Honors Political Science

3-F

Completion of the political science component of 2014-2015 East Meets West curriculum, reserved for students in that cohort. Satisfies Community: Political Science. Liberal Arts.

Prerequisite(s): INTS 153

POLS 325 Executive Power and the Presidency

4-WSP

Careful study of the nature of executive power and its embodiment in the American presidency. Focuses on the executive's role in our constitutional order and changes in that role over the course of America's political development. Liberal Arts.

POLS 328 Governing Urban Communities

4-WSP

A study of local governance and politics in an urban context, exploring neighborhood, citywide and metropolitan levels of organization with an emphasis on policy analysis and civic engagement. Includes a fieldwork component in Buffalo combining research and service learning. This course has a fee. Liberal Arts.

POLS 336 American Foreign Policy

4-WSP

Formulation and execution of U.S. foreign policy, especially since WWII. Special attention to foreign policy strategies in light of different conceptions of vital interests, threats to these interests and appropriate responses. Liberal Arts.

POLS 344 Peacebuilding: Genocide and Religious Diversity

3-F&S

This course explores issues of peace building and reconciliation in the Great Lakes region. While the primary focus is on the Rwandan context, other conflicts and situations in the region are also addressed. Students will study issues in the healing of trauma (both personal and social) and the processes of building peace and establishing reconciliation in Rwanda. The history of Rwanda is important to understanding the basis of genocide. As students

learn about the reconstruction process, they will discover the roles played by the state, the Church and non-governmental organizations. The role of the international community during both the genocide and the rebuilding process will be discussed. Students will also discuss the increasing presence of religious diversity. Students will have opportunities to interact with individuals who experienced these human tragedies as well as those who are at the forefront of reconciliation work in the country. Liberal Arts. Part of Go-Ed semester.

POLS 346 Governance and Development

4-F

A study of patterns of governance and politics typical of developing countries with an emphasis on relationships between governance and development. Liberal Arts.

POLS 362 Loyalty

4-WSP

Careful consideration of the meaning, origin, objects and limits of loyalty with special attention to its political manifestations. Draws on a wide range of philosophical, political, legal, theological and literary sources. Liberal Arts.

POLS 364 The Roots of Conservatism

4-WSP

Examines the origins of contemporary conservatism in the thought of three influential early modern thinkers: Edmund Burke, Adam Smith and David Hume. Comparisons throughout with contemporary versions of conservative thought. Liberal Arts.

POLS 368 Aristotle

4-WSP

An introduction to fundamental political concepts by means of a careful study of the Ethics and Politics of Aristotle. Topics considered include the nature of political science, the relation between ethics and politics, community, justice, equality, law, constitutionalism, property, citizenship, conflict, institutional design, different regime types, the purposes of

political life, and the relation between empirical and normative analysis. Liberal Arts.

POLS 375 Immigration and Citizenship

4-WSP

Course explores the questions, “What does it mean to be a member of a political community? And how does one become a member?” Typically considers historical development of American immigration and citizenship policy, philosophical analyses of citizenship and the right of movement, problems of integration and diversity, comparative policy analysis, and the role of citizenship in a changing world. Liberal Arts.

POLS 393 Field Experience (Internship)

1, 2, 3 or 4-WSP

Supervised participation in executive, legislative, judicial or legal offices in local, state or federal government when deemed suitable for academic credit and approved by the political science advisor and the chair of the Department of History and Political Science. Usually, four hours of credit may be counted toward the major or minor. May be combined with an additional four hours of credit for POLS 391 Independent Study. Liberal Arts.

POLS 427 Constitutional Law I: Structures and Powers of Government

4-F

First half of the constitutional law sequence. Focuses on government structure and powers, including judicial review, the separation of powers and federalism. May be taken independently of Constitutional Law II. Liberal Arts.

POLS 428 Constitutional Law II: Civil Rights and Liberties

4-S

Second half of the constitutional law sequence. Focuses on civil rights and liberties, especially issues dealing with the Bill of Rights and equal protection. Constitutional Law I is not a prerequisite. Liberal Arts.

POLS 429 Religion and the Constitution

4-WSP

Examines constitutional debates surrounding the “first freedom,” religious liberty. In the context of different theories of the proper relationship between church and state, we examine First Amendment cases involving the establishment and free exercise clauses as well as relevant privacy issues such as abortion and euthanasia. Liberal Arts.

POLS 437 International Law and Organization

4-WSP

Introduces students to the fields of international law and international organization. Heavy emphasis on reading, analyzing and briefing international law cases. Students examine issues of international organization from a number of theoretical perspectives, such as realism, liberal idealism, Marxism and feminism. Liberal Arts.

POLS 468, 469 America and the World I, II

4-WSP

Exposes students to cutting-edge discussions of both the American polity and its role in world affairs by reading extremely current literature. Emphasis on the relation between normative theory and political practice. Topics considered include citizenship, American national identity, democracy, sovereignty and globalization, but specific focus varies depending upon readings. Heavy reading load; emphasis on class discussion and student book reviews of material. Taught alternately as POLS 468 A&W I or POLS 469 A&W II with a different reading list each time; students may take both 468 and 469 for credit. Liberal Arts.

POLS 480 Senior Capstone: Politics Seminar

4-F&S

Capstone course of the major in which students integrate concepts, knowledge, skills, methods, approaches and practical experience in politics and government. Student will improve research, writing, analytical and communication skills by researching, writing and defending a paper based on original research in both primary and secondary sources and similar in quality to what would be expected in the first year of graduate study. Liberal Arts.

POLS 496 Honors in Political Science

4-S

Liberal Arts.

PRPR 202 Premedical-Pre-dental Practicum (P/U)

3-OD

Observation and practical experience with physician or dentist on a one-on-one basis. Preparation and sharing of experiences on the Houghton campus. Open only to serious medical or dental school candidates.

PSY 111 Introduction to Psychology

3-F&S

Scientific study of thinking, emotion and behavior. Surveys theories, issues and concepts of psychology. May include research participation requirements. Satisfies Community: Psychology. Liberal Arts.

PSY 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

PSY 211, 311, 411 Special Topics in Psychology

1-3-WSP

According to interest and demand, courses will be offered in Cross-cultural Psychology, Environmental Psychology, Industrial/Organizational Psychology and other topics. Liberal Arts.

PSY 213 Developmental Psychology

3-F&S

Concepts and principles, theories, and research methods associated with the development of the individual from conception through old age. Liberal Arts.

PSY 217 Adolescence and Emerging Adulthood

3-F

Concepts and principles, theories, and research methods associated with the development of the individual from early adolescence to young adulthood. Liberal Arts.

PSY 218 Social Psychology

3-F

Social behavior from a sociological and psychological perspective, examining the interaction of behaviors of individuals in groups. Topics: prejudice, group processes, leadership, conformity, attitudes and change. Satisfies Community: Psychology. Liberal Arts.

PSY 230 Lifespan Development of the Family

3-S

Considers developmental theory and research related to family composition and systems throughout the lifespan. Attention will be given to nontraditional families as well as to events that affect family development including divorce, abuse, alcoholism, mobility, poverty and death. Satisfies Community: Psychology. Liberal Arts.

PSY 301 Psychology of Personality

3-S

Description, development, dynamics, determinants and assessment of the normal personality. Emphasis on contemporary theories and research. Liberal Arts.

PSY 305 Abnormal Psychology

3-F

Etiology, dynamics, assessment and treatment of psychopathology. Liberal Arts.

Prerequisite(s): six hours in psychology

PSY 306 Psychology of Religion

3-F16

Study of religious and spiritual experience and behavior from a psychological perspective, including the integration of psychology and Christianity. Topics covered include conversion, faith, mysticism and spiritual development. Examines the origin and nature of religion according to thinkers such as Kierkegaard, Freud, Jung, Maslow, Tillich and Frankl. Liberal Arts.

PSY 309 Statistics

4-F&S, 3-May-F&S, May

Descriptive and inferential statistics: measures of central tendency and variability, discrete and continuous probability functions, sampling, estimation, hypothesis testing, correlation, regression, chi-squared and ANOVA. Quantitative Literacy Competency. Does not meet Creation Requirement. Liberal Arts.

PSY 310 Experimental Methods

4-S

Experimental and other quantitative methods used in the study of thinking and behavior. Applied statistical analysis, laboratory experiences and research writing. Liberal Arts.

Prerequisite(s): PSY 309

PSY 312 Advanced Statistics

4-S17

Factorial and repeated measures analysis of variance, analysis of covariance, time series analysis, multiple regression, factor analysis and multivariate techniques. Statistical

computing. Liberal Arts.

Prerequisite(s): PSY/BADM 309

PSY 314 Child Psychopathology

3-S

The etiology, dynamics and treatment of psychopathology in children. The main objective is to think developmentally about psychopathology as it unfolds from childhood through adolescence. Liberal Arts.

PSY 321 Adult Development and Aging

3-WSP

The study of social, cognitive and physical changes from early adulthood through later life with special attention to concepts, theories and research related to processes of aging and dying. Liberal Arts.

PSY 325 Human Sexuality

3-S

Examines sexuality as a component of our personalities, an aspect of our behavior and an element in our environment. Considers how sexuality develops and interacts with other aspects of our thought and behavior. Liberal Arts.

PSY 326 Family Systems Theory through Film

3-F

Builds on lower-level courses: Lifespan Development of the Family and Introduction to Marriage and Family Studies. Pedagogy is seminar style and discussion-oriented. Liberal Arts.

PSY 330 Conflict Management

3-S18

An introduction to conflict management that balances coverage of major theories with practice in communication skills and conflict intervention techniques (e.g., assertiveness training, mediation and negotiation). Focus on experiential learning with heavy emphasis on written analysis that includes analytical journaling and analysis of scientific journal articles. Liberal Arts.

PSY 335 Drugs and Behavior

3-S18

Principles of action of psychoactive drugs; their effects on body, mind and society; patterns and causes of their use and abuse; and prevention and treatment. Liberal Arts.

PSY 336 Cognitive Neuroscience

3-S17

Critical examination of the main psychological theories and research of perception, thinking, solving problems, memory and language with applications in learning, research and therapy. Liberal Arts.

PSY 337 Social Cognition

3-F18

Social cognition is a sub-discipline of social psychology that focuses on how people think about the world and make sense of complex social environments. Covers social behavior from a cognitive perspective with stereotyping, social perception, affect and the self. Liberal Arts.

PSY 354 Brain and Behavior

4-F

Relationship of brain, nervous system and physiology with behavior. Brain basis of sensation, emotion, aggression, learning, communication and mental disorders. Three hours of lecture, three hours of lab each week. This course has a lab fee. Liberal Arts.

PSY 393 Collaborative Research in Psychology

0 - 4-F&S

Students conduct a research project in collaboration with other students and a faculty member. Topics in social psychology, cognition, learning, biopsychology and personality are available. Students will review the literature, design and conduct empirical research, analyze and explain the results, write a report in journal submission format, and present at an appropriate conference. Students may take this course up to four semesters. Requires permission of instructor. Liberal Arts.

PSY 394 Summer Collaborative Research in Psychology

0 - 4-May

Students conduct a research project in collaboration with other students and a faculty member. Topics in social psychology, cognition, learning, biopsychology and personality are available. Students will review the literature, design and conduct empirical research, analyze and explain the results, write a report in journal submission format, and present at an appropriate conference. Students may take this course up to four semesters. Requires permission of instructor. Liberal Arts.

PSY 401 History and Systems of Psychology

3-WSP

Antecedents and evolution of psychological systems and concepts, including the life and works of historically eminent psychologists. Liberal Arts.

Prerequisite(s): 16 hours in psychology

PSY 402 Counseling and Psychotherapy

3-S

Introduction to major systems of psychological intervention and their rationale. Emphasis on theory rather than practice. Liberal Arts.

PSY 415 Internship in Psychology

0 - 6-F&S

A supervised experience in a psychological setting integrating theory with professional practice. By application only through the department. Liberal Arts.

PSY 451 Learning and the Brain

3-WSP

Analyzes theories and research of learning, including the interaction of learning and the brain. Applications in teaching, research and therapy. Liberal Arts.

PSY 480 Senior Capstone Seminar

3-F&S

Informed discussion of significant and contemporary concepts and issues. Includes development of an individual research or group project on some aspect of the discipline. Required of all senior majors. Liberal Arts.

Prerequisite(s): PSY 309 and PSY 310, 21 hours of psychology

PSY 496 Honors in Psychology

3-S

Liberal Arts.

PY 215 Social Psychology (Adult Education)

3-Summer

Social behavior from a sociological and psychological perspective, examining the interaction of behaviors of individuals in groups. Topics: prejudice, group processes, leadership, conformity, attitudes and change. Liberal Arts.

PY 300 Adult Development (Adult Education)

3-S

Overview of adulthood in context of life span, including biological change, cognitive characteristics, personality and moral reasoning. Also addresses issues of gender, interpersonal relations, ethnicity, aging and impact of theory on organizational development. Liberal Arts.

PY 301 Psychology of Personality (Adult Education)

3-

Description, development, dynamics, determinants and assessment of the normal personality. Emphasis on contemporary theories and research. Liberal Arts.

PY 310 Conflict Management (Adult Education)

3-Summer

An introduction to conflict management that balances coverage of major theories with practice in communication skills and conflict intervention techniques (e.g., assertiveness training, mediation, negotiation). Focus on experiential learning with heavy emphasis on written analysis that includes analytical journaling and analysis of scientific journal articles. Liberal Arts.

Prerequisite(s): BU 310

REC 103 Initiatives (Activity Lab)

1-F

Problem-solving activities in which group dynamics and team building will be emphasized through group discussions and participation in facilitated ropes course, initiative, values clarification and “new games” activities. Satisfies Health and Wellness: Activity.

REC 104 Backpacking (Activity Lab)

1-F

Develops skills and knowledge in backpacking and provides the opportunity for students to enjoy the outdoors. Two weekend overnight backpacking trips will take place during the

semester. Satisfies Health and Wellness: Activity.

REC 109 Highlander Adventure Program (Activity Lab)

2-Special

Two to three days on the initiatives course and a seven-day trip into the wilderness. Develops skills in canoeing, rock climbing, rappelling and backpacking. Open only to incoming first-year and transfer students. Offered 10 days before fall semester. Satisfies Health and Wellness: Activity.

REC 191, 291, 391, 491 Independent Study

1, 2, 3 or 4-WSP

REC 202 Scuba Diving in Honduras

2-WSP

This course will offer PADI Open Water Diver Certification. You earn this license by completing five sessions in a diving pool and five knowledge development sessions and by making four open-water dives. Throughout this dive certification course, you will learn the fundamentals of scuba diving, including dive equipment and techniques. The PADI Open Water Certification license is a permanent scuba qualification, and, as a certified diver, you have the freedom to dive with a buddy independent of a professional. With REC 203, satisfies Health and Wellness: Activity.

REC 204 Wilderness Medicine

2-F17/19

This course will help prepare students to obtain the Wilderness First Aid or Responder certification if they choose. This highly experience-based course will cover topics including search and rescue, survival and support, and ACA Swiftwater Rescue. This course provides practical experience in responding to outdoor-oriented scenarios.

REC 211 Eco-tour in Honduras

4-WSP

Students will have a third-world experience including a service-learning project. Visits are made to national parks and Mayan Indian ruins. Activities include hiking, snorkeling and attending cross-cultural classes. Satisfies Health and Wellness: Activity.

REC 218 Winter Ski Outing (Activity Lab)

1-WSP

Downhill and recreational skiing skills developed at a major resort area. Techniques equal to one's ability will be taught. Offered during break, before spring semester.

REC 222 Leisure, Work and Society

4-S

This course will investigate a comprehensive overview of the role of leisure and work within contemporary Western society. Students will begin to develop a personal philosophy of work and leisure as it relates to both their personal life and relationship to society. A strong emphasis will be on integrating the various theories and philosophies of work and leisure with the Christian faith, systematically introducing the student to both public and private agencies that deliver leisure services and opportunities, investigating how these agencies plan and manage their programs and resources from a client-oriented perspective, and providing a broad scope of leisure services, integrating their role relative to the overall curriculum in the department.

REC 227 Outdoor Leadership Training (Activity Lab)

3-F&S

Outdoor leadership in activities such as initiatives, ropes course, rock climbing and environmental awareness using skills in judgment, decision making, problem solving and basic rescue techniques. Satisfies Health and Wellness: Activity.

REC 240 Administration of Organized Camps

2-F16

Principles and techniques used in organized camp administration; the role of camping in the development of personality. Staff and program development.

REC 241 Recreation and Tourism

2-F16

This course will provide an analysis of private, commercial and industrial recreation fields including tourism, focusing on economic impact, marketing strategies, consumer protection and career opportunities.

REC 301 Methods & Materials for Camps & Outdoor Education (Activity Lab)

2-WSP

Outdoor education. Field experience in lesson planning; development of organized camp programs, activities and structured programs (cabin, campfire, work, etc.).

REC 311 Special Topics

1, 2, 3 or 4-WSP

According to interest and demand, courses will be taught relative to various therapeutic approaches to special populations: substance abuse, deviant and antisocial behavior disorders, youth at risk, etc.

Prerequisite(s): REC 222

REC 315 Wilderness First Responder

4-WSP

This semester-long course includes 80 hours of backcountry medicine to enable students to handle all types of wilderness emergencies. Students will learn patient assessment, treatment and evacuation as well as trip leadership and problem solving. Emphasis is placed on hands-on simulations of real-life emergencies to supplement classroom lecture. Students who complete this course receive a three-year WFR certification through SOLO. This course

has a fee.

REC 320 Wilderness Recreation and Management

3-F

An overview of wilderness recreation and management in the context of Alaska. Recreational and legal definitions of wilderness are defined; a survey of wilderness lands in Alaska is made; and current case studies of wilderness management plans for federal, state and native corporation lands are reviewed. Includes field trips to the Wrangell-St. Elias National Park, Chugach National Forest, Tetlin National Wildlife Refuge and the Tanana State Forest.

REC 401 Natural Resource Management

2-S18

Investigating Christian environmental ethics, identifying and protecting biologically sensitive areas, rehabilitating damaged areas and resources, sound ecological practices, controlling user behavior, site problems, and resource management plans.

REC 475 Professional Development

1-F

Focus on career development through exploration of student strengths, skills and goals through research, discussion and personal/group reflection. Emphasis and instruction for career readiness on writing a resume, the interview process and finding an internship site/employment opportunities.

REC 489 Internship/Field Placement

3-5-S, Summer

Professional field experience in the area of emphasis; the student will relate theory to practice in a cooperative effort between agency, student and advisor. Minimum five-week, 150-hour internship/field placement equals three credits. Each additional 50 hours equal one additional credit. Permission of instructor required.

Prerequisite(s): REC 475

REC 496 Honors in Recreation and Leisure Studies

4-WSP

REL 215 Islam: An Introduction

3-F

An introduction to the beliefs and practices of Islam from a Christian perspective. Selected readings in the Qur'an and Hadith will provide a foundation for understanding contemporary Muslims, Islam and the different challenges that confront Muslims today. Emphasis will be given to how Christians can thoughtfully engage with Islam and their Muslim neighbors.

REL 221 Hinduism and Buddhism

2-WSP

Examines the history, major beliefs and current practice of the Indic (Hindu, Buddhist) religious traditions. Special emphasis is given to the Christian encounter with these world faiths. Liberal Arts.

REL 222 New Religious Movements I: Eastern Branches

2-WSP

Examines the history and major beliefs of New Religious Movements that take their orientation from or derive their impetus from critical confrontation with one of the major Eastern traditions. Movements studied include Theosophy, Transcendental Meditation, Soka Gakkai and New Age. Liberal Arts.

REL 225 Taoism and Confucianism

2-WSP

Examines the history, major beliefs and current practice of the Sinic (Taoist and Confucian) religious traditions. Special emphasis is given to the Christian encounter with these faiths.

Liberal Arts.

REL 231 Judaism

2-WSP

Examines in critical perspective the history and major beliefs of the Semitic religious traditions (Judaism, Christianity and Islam). Special emphasis is given to the Christian encounter with Judaism and Islam. Liberal Arts.

REL 232 New Religious Movements II: Western Branches

2-WSP

Examines the history and major beliefs of New Religious Movements that take their orientation from or derive their impetus from critical confrontation with one of the major Western traditions. Movements studied include Jehovah's Witnesses, Nation of Islam, Satanism and Wicca. Liberal Arts.

REL 260 Introduction to Islamic Foundations

4-WSP

Muhammad's life and writings are the foundations of Islam. The Islamic faith will be appraised through a historical and primary source approach in which students will read through the entire Qur'an in chronological fashion and a significant portion of the Hadiths. The students' mastery of Muhammad's life and Quranic vocabulary and a confident grasp of Quranic theology will give them a strategic appreciation of Islamic history and the present global Muslim community issues. Liberal Arts.

REL 322 History of Islamic Theology and Movements

4-WSP

Following the death of Muhammad, issues of theological orthodoxy and governmental orthopraxy flourished in a context of conflict and growth. Students will appraise the historical developments of Muhammad's life and his revelations in the areas of theology, philosophy, jurisprudence, governance, literature and culture. Relying on primary sources and historical disciplines, students will study the wide history of Islamic thought up until the

OPEC crisis of 1973-74. Students will gain confidence in grasping and discerning the many variants within the so-called unified Islamic ummah. Liberal Arts.

REL 442 Globalization and Islamization

4-WSP

Among the three most vibrant international movements in the emerging 21st century are Christianity, Islam and globalization, and the most contested nexus is in the techno-secularized cities of the world. Students will focus specifically on the post-colonial conflicts and integration efforts of Muslims in the global communities and the impact of globalization on Islamic societies. Attention will be given to recent international clashes between globalized secularism and Muslims, various political and Christian responses, and the need for a Christ-centered confident response to both globalization and Islamization. Liberal Arts.

Prerequisite(s): REL 260

SO 400 Diversity in the Workplace (Adult Education)

3-F

Sociological approach to examining workplace diversity, stratification, stereotyping and misunderstandings, including matters related to culture, gender, ethnicity and race. Emphasis on contemporary issues and problem solving. Liberal Arts.

SOC 101 Introduction to Sociology: The Sociological Imagination

3-S

Introduction to the sociological perspective and sociology program emphasis. Explore environment, development, social work, and marriage-family topics and issues. Understand social and cultural influences on human action, relationship between our personal lifestyles and society, and how to address challenges facing communities. Satisfies Community: Sociology. Liberal Arts.

SOC 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-F or S

Liberal Arts.

SOC 195, 295, 395 Special Topics in Sociology

2 - 4-WSP

Topics offered according to interest and demand. Topics include Introduction to Social Work and Race and Ethnicity. Liberal Arts.

SOC 218 Social Psychology

3-F

Introduction to social behavior from a sociological and psychological perspective. Individual behavior as it affects and is affected by the behavior of others. Topics: prejudice, group processes, leadership, conformity and attitude change. Liberal Arts.

SOC 237 Introduction to Marriage and Family Studies (CDRP, see Foreign Languages)

3-S17

The changing structure and functions of marriage and the family in modern society; emphasis on dating patterns, marriage selection, sex roles, childbearing patterns and family life cycles. Satisfies Community: Sociology. Liberal Arts.

SOC 243 Cultural Anthropology (CDRP, see Foreign Languages)

4-F

Cultural and social aspects of human behavior; comparison of cultures. Satisfies Community: Anthropology. Liberal Arts.

SOC 293 East African Cultures

4-S

Intensive study of East African ethnic groups—their beliefs, behaviors, work and societies. Lectures, which include foundational anthropological theory as well as ethnic descriptions,

are augmented by observations and home stays amongst the Massai, Kelenjin, Murle, Hehe or other peoples. Sociology, Intercultural Studies elective credit. Liberal Arts. Part of Houghton in Tanzania.

SOC 297 Special Topics in Family Studies

2 - 4-WSP

Topics offered according to interest and demand. Liberal Arts.

SOC 305 Introduction to Sustainable Community Development

4

This course explores how knowledge of ecological systems, globalization, political economy and the biblical worldview come together in the pursuit of development that is community-minded, just and ecologically sustainable. Through readings, lectures and fieldtrips, students study complex issues in sustainable development such as the nexus of poverty, the environment and justice and the many practical challenges associated with sustainable community development. Major/minor credit for Sociology, Intercultural Studies elective, optional elective for Development Concentration or general elective. Liberal Arts.

SOC 312 Social Science Research Methods

4-S

Basic scientific method, application to social phenomena; procedures and methodological problems in various types of social research; and methods of data analysis. Recommended for junior year, after completion of SOC 309. Liberal Arts.

SOC 315 Human Ecology

4-S

Integrates knowledge from several disciplines and seeks to combine the social and natural sciences. Theory will be interwoven with basic concepts, and emphasis will be upon how humans view—and interact with—the natural environment. Themes and topics to be studied include control, complexity/simplification, sustainability, adaptation, place, mechanization, efficiency/inefficiency, centralization/decentralization, resilience, parks,

economies of scale, specialization/diversification and poverty. These themes will be discussed in relation to five basic human societies: hunting and gathering, pastoral, agricultural, industrial and global. Houghton in Tanzania Program. Liberal Arts.

SOC 327 Governing Urban Communities

4-WSP

A study of local governance and politics in an urban context, exploring neighborhood, citywide and metropolitan levels of organization with an emphasis on policy analysis and civic engagement. Includes a fieldwork component in Buffalo combining research and service learning. This course has a fee. Liberal Arts.

SOC 350 Culture Change and Its Effects on Traditional Societies

4-F

Globalization is spreading rapidly around the world, and this is causing significant culture change in traditional societies. With a strong focus on history and case studies, this course will make students aware of what is happening and give them the theoretical knowledge to understand, empathize with and assist people who are wrestling with change. Pre- or Co-requisite: Cultural Anthropology. Liberal Arts.

SOC 362 Gender Relations

2-WSP

Introduction to gender relations focusing on gender roles over the life cycle. Includes multicultural perspectives on gender relations. Liberal Arts.

SOC 381 Social Context for Community Development

3-WSP

As this is a course looking at the social context of community development, we will begin our discussions by looking at society, its structure and a variety of social contexts. We will then examine poverty, worldviews and a continuum of development practices. We will discuss a variety of tools and hopefully come up with a few new ones before our field visits toward the end of the course. There will be short writing assignments given throughout the course,

each designed to help you think through the material presented. You will have a final project due at the end of the course. We will discuss topics for this project during the first week of class. The last two class days will be dedicated to giving presentations based on your final papers. Liberal Arts. Part of Go-Ed semester.

SOC 394 Internship in Family Studies

0 - 6-F&S

An optional supervised experience in a family studies setting integrating theory with professional practice. By application only through the department. Liberal Arts.

SOC 415 Internship in Sociology

0 - 6-F&S

An optional supervised experience in a sociological setting integrating theory with professional practice. By application only through department. Liberal Arts.

SOC 480 Senior Capstone: Sociology Seminar

2-S

Capstone course of the major, which will include preparing a resume for graduate school or a career, conducting an academic seminar over a primary reading in sociology, preparing for and taking the Sociology Major Field Test, teaching a sociology class, and completing a major paper or project that reflects your personal, spiritual and intellectual development. Liberal Arts.

SOC 496 Honors in Sociology

4-F&S

Liberal Arts.

SPAN 101 Spanish Level 1

4-F

Emphasizes the development of communicative competence in Spanish, bringing students to the novice-mid level of oral proficiency. At this level, communicative tasks are specifically focused on interpersonal and interpretive modes. Additional activities develop an awareness and appreciation of the variety of cultures of the Spanish-speaking world. Liberal Arts.

SPAN 102 Spanish Level 2

4-S

Emphasizes the development of communicative competence in Spanish, bringing students to the novice-high level of oral proficiency. At this level, students continue to develop their ability to communicate in interpersonal and interpretive modes. Additional activities develop awareness and appreciation of the variety of cultures of the Spanish-speaking world. Satisfies Competency: Foreign Language. Liberal Arts.

SPAN 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

SPAN 205 Intermediate Spanish

4-F

Bridges the gap between beginning-level and advanced courses. Attention is paid to vocabulary, reading strategies, writing skills and conversation. Grammar review and enhancement are part of the course. Liberal Arts.

SPAN 207 Aspects of Costa Rica: Language, Culture and People

3 or 4-May

(SPAN 207 fulfills SPAN 102) This is a three-week service-learning experience in Costa Rica, hosted in the homes of nationals. Thirty hours of intense language instruction at Language in the San José area. Opportunities for service, worship, relationship-building and excursions present a broad picture of life in Latin America. Cost: check with professor. Liberal Arts.

Prerequisite(s): SPAN 101 or equivalent

SPAN 301 Spanish Communication

4-S

Exercises, dialogue, readings, discussions and oral practice improve ability to comprehend and communicate in Spanish. Liberal Arts.

Prerequisite(s): SPAN 205 or equivalent or permission

SPAN 305 Spanish Phonetics

4-F

A survey of pronunciation problems designed to help the English speaker develop an accurate pronunciation of Spanish. Introduction to the phonetic alphabet and to basic concepts of linguistic science. Extensive oral practice. Liberal Arts.

Prerequisite(s): SPAN 301 or permission

SPAN 312 The Latino in the U.S.

4-WSP

Explores the historical process that led to Latino migrations to the U.S. and examines themes of cultural and national identity in major works of literature and media created by Latino writers in the U.S. The goal is to identify the economic, political, social and cultural conditions of the Latino in U.S. society. Liberal Arts.

Prerequisite(s): SPAN 301 or permission

SPAN 346 Aspects of Costa Rica: Language, Culture and People

3 or 4-May

(Fulfills conversational language requirement for Intercultural Studies majors and serves as an elective for the Spanish major or minor.) This is a three-week service-learning experience in Costa Rica hosted in the homes of nationals. Thirty hours of intense language instruction at Language in the San José area. Opportunities for service, worship, relationship-building and excursions

present a broad picture of life in Latin America. Cost: check with professor. Liberal Arts.

Prerequisite(s): SPAN 101 or equivalent

SPAN 350 Advanced Spanish Grammar and Composition

4-WSP

A comprehensive course in structure and usage. Liberal Arts.

Prerequisite(s): SPAN 301 or equivalent or permission

SPAN 395, 495 Special Topics

1 - 4-WSP

Topics not covered in depth elsewhere in the curriculum: Latino migration to the U.S., human rights in Latin America, the Afro-Hispanic diaspora and popular culture in the Hispanic world. Liberal Arts.

Prerequisite(s): SPAN 301 or equivalent or permission

SPAN 401 Survey of Spanish Literature

4-F16

Representative works of Spanish Peninsular literature from the pre-medieval jarchas to contemporary times. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 402 Spanish Literature and Film: Twentieth Century-Present

4-F

Emerging structures of gender, class and nationality in contemporary Spain, examining the multiple ways identity is culturally and historically inscribed through political, sexual and social movements. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 405 Civilization and Culture of Latin America

2-F or S

Survey of Spanish-American culture, pre-Columbian to the present. Socioeconomic problems and relationships with the United States. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 406 Civilization and Culture of Spain

2-F or S

Geography and cultural history of Spain. Present political situation, education, art, music and everyday life. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 410 Advanced Conversation: Film and Culture

4-WSP

Examines the ways in which films of Spain and Latin America reflect, represent or problematize questions of national identity and gender and the extent to which films engage with and subvert social realities and other cultural forms. How each film addresses or does not address specific national concerns, especially urban issues such as delinquency, violence and corruption, will serve as a springboard for oral discussions. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 412 Latin American Human Rights Narratives

4-WSP

Examines testimonial narratives from Spanish-speaking Latin America in the last 30 years and the uses of memory and narration in bearing witness to human rights abuses, oppression, systematic killings, repression and violence. Explores the historical context of these accounts and the similarities and differences they present in their structure and narrative voice as well as specific political and social concerns and their effect on today's society. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 414 Faith and Society in Latin America

4-WSP

A historical examination of the role of the Catholic Church in the life of the people and society in Latin America and its particular expressions of faith and practice. There will also be a study of the impact of Protestantism over the past century in Latin America as well as some attention to non-Christian groups and practices. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 415 Evita and Her Sisters: Women in Latin America Lit

4-WSP

Exploration of the historical/mythical female as portrayed, manipulated or rewritten. Students discuss the discursive strategies and representational codes of the Latin American Woman Icon and investigate how historical, political or religious female figures are continuously reshaped to conform to the cultural demands of each particular historical moment. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 416 Eve and Mary in Spanish Literature

4-WSP

Examines the construction of representative erotic themes and motifs as contrasted to the development of moral and religious ones. It will consider the tensions between religious identity, reason, spiritual experience and eroticism in literature from Spain. The works of Jewish, Muslim and Christian authors from pre-modern Spain, the mystics of the Siglo de Oro and contemporary authors will be studied. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 417 Female Voice in Spanish Literature

4-WSP

Examines the persistent attempts of female-authored texts to subvert, challenge or transgress the patriarchal limitations placed on women by the traditional roles and spaces assigned to them in society. It will explore their dissenting voices across different times, spaces and genres. Special consideration will be paid to questions about voice and writing, body, desire, sexuality and

madness. Liberal Arts.

Prerequisite(s): SPAN 305 or permission

SPAN 418 Latin American Boom Literature

4-WSP

The Latin American “boom” in literature occurred during the 1960s and 1970s when Latin American literature burst onto the world literary stage at the pen of writers such as Gabriel Garcia Márquez, Carlos Fuentes and Mario Vargas Llosa. The novel in particular flowered during this era and will be the focus of our exploration and adventure. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 423 Masterpieces of Spanish-American Literature

4-F

Selected readings from outstanding Spanish-American authors representing different countries, periods and genres. Liberal Arts.

Prerequisite(s): SPAN 350 or permission

SPAN 481 Spanish Internship

1, 2, 3 or 4-WSP

Experience in a college class. Assist a professor in an intermediate class three days a week. Introduction to prevailing methods of instruction. Priority to upperclassmen and education students. Liberal Arts.

Prerequisite(s): Spanish major, instructor permission

SPAN 485 Senior Capstone: Spanish

2-S

This final course in the major allows students to demonstrate mastery of Spanish and integration of their knowledge of related cultures, history, literature and linguistics. Significant research paper or project, portfolio demonstrating the process of their learning, presentation and a final

project. Liberal Arts.

Prerequisite(s): Senior, department chair approval

SPAN 496 Honors in Spanish

4-S

Liberal Arts.

SRWM 215 Leadership Development in Sport, Recreation and Wellness

2-S17/19

This course provides a study of management principles and practices of the public agency, non-profit association and private for-profit enterprise operating recreation, sport and wellness areas and facilities and providing programs and services.

SRWM 216 Judgement and Decision Making in Sport, Recreation and Wellness

2-S17/19

This course provides a study of principles and practices of adaptable judgement and decision-making processes and theories related to contexts within sport, recreation and wellness.

SRWM 221 Sport, Recreation and Wellness Management

4-F

An introduction to the primary principles, practices, theories and concepts of sport, recreation and wellness management. An overview of the various career opportunities within these areas will be explored.

SRWM 300 Program Planning and Evaluation

3-S

Preparation for leadership in recreation programming: leadership styles and theory; principles and methods of program development; and using fundamental leisure philosophy and theory to assess needs, plan, develop, implement and evaluate recreational programs.

SRWM 486, 487, 488 Practicum I, II, III

0 - 3-F/S

Applying principles and methods of sport, recreation and wellness management, learning through practical experience with local on-campus and/or community participants developing work-based career preparation. A minimum of 50 work hours required. Must be taken in order.

ST 400 Statistics (Adult Education)

3-F

Statistics as a tool in solving real-world problems, including organizing data, using models for predictions, constructing simple graphics, and using logic and reasoning in drawing conclusions and making recommendations. Emphasis on process improvement and decision making. Liberal Arts.

STEM 371 Career Seminar

1-S

Preparation for entrance into a STEM (science, technology, engineering, mathematics) career. Topics to be covered include Curricula-Vitae preparation, interviewing skills, career options and the role of faith in STEM careers.

Prerequisite(s): BIOL 152, CHEM 152, CSCI 336, MATH 182, or PHYS 152

TH 209 Introduction to Christianity (Adult Education)

3-WSP

An introductory survey of the main beliefs and practices that constitute the Christian tradition. Christianity will be approached in a way that overcomes the traditional division between doctrine and practice. The biblical, theological, historical, ethical and spiritually formative aspects of the Christian faith will be explored. The course aims to help the student to develop a personal

theology and life perspective that is informed by Christian faith and Christian spirituality. Liberal Arts.

THEL 111 College Christian Apologetics

3-WSP

This course examines historical claims and questions raised by the Christian faith. Students will explore and assess various approaches to making theological responses to issues within the Church and culture that challenge or otherwise affect Christianity. Taught at participating high schools to their selected, qualified students. Can be used toward a Theology major or minor.

THEL 191, 192, 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

THEL 209 Introduction to Christianity

4-F&S

An introductory survey of the main beliefs and practices that constitute the Christian tradition. Christianity will be approached in a way that overcomes the traditional division between doctrine and practice. The biblical, theological, historical, ethical and spiritually formative aspects of Christian faith will be explored. The course aims to enable the student to develop a personal theology and life perspective that is informed by Christian faith and Christian spirituality. This course is a prerequisite for all other THEL courses. Satisfies Faith Foundation: Theology. Liberal Arts.

Prerequisite(s): BIBL 101

THEL 210 Theology of Creation

2-WSP

Explores the notion of creation from a biblical and theological perspective and examines several contemporary Christian responses to the environmental crisis.

Prerequisite(s): THEL 209

THEL 215 Christian Apologetics

3-WSP

The course seeks to “give reason for the faith that is written within us” by making theological reply to those questions raised when Christian faith collides with contemporary situations. Classical and contemporary questions and methodologies will be considered.

Prerequisite(s): THEL 209

THEL 220 History of Christianity

4-F16

Examines the ancient, medieval, Reformation and modern development of Christianity in its various contexts. Attention will be given to the lives of prominent men and women as well as doctrines and institutions developed in each era. Connections with current theological issues and church practice will be considered. Liberal Arts.

Prerequisite(s): THEL 209

THEL 230 Building Shalom: Justice, Love and the Christian Life

2-F

This course examines biblical, theological and philosophical ideas related to the practice of justice. Particular attention is given to the intersection of justice and love in Christian endeavors to address real-life issues.

THEL 232 Poverty, Wealth and the Christian Gospel

2-F

This course addresses issues of poverty and wealth through examination of biblical and theological texts with an eye toward faithful Christian responses.

THEL 240 Ethnicity, Race and the Church

2-F

Using biblical and theological lenses, this course examines how well churches in the U.S. have navigated issues of race, ethnicity and equality in society and within church structures. Includes a focus on the development of African-American churches.

THEL 255 Reason and Religious Belief

2-S17

Introductory course in religious epistemology, focusing on the sources of religious knowledge and the rationality of religious belief. Philosophical analysis of arguments for God's existence, the problem of evil, and the roles of faith and reason in religious belief. Liberal Arts.

Prerequisite(s): THEL 209

THEL 256 The Nature of God

2-S17

Introductory course in philosophical theology, focusing on the concept of God. Philosophical analysis of divine attributes (such as God's power, knowledge, goodness and relation to time). Liberal Arts.

Prerequisite(s): THEL 209

THEL 265 Christianity, Postmodernism and Beyond

4-F17

Explores the relationship between Christian faith and practice and postmodern culture. Primary and secondary readings drawn from a variety of disciplines and sources explore the implications of postmodernism for the Church, individuals, the media and popular culture. Liberal Arts.

Prerequisite(s): THEL 209

THEL 295, 395, 495 Special Topics

1, 2, 3 or 4-WSP

Liberal Arts.

THEL 310 Women, Men and the Image of God

2-WSP

In this course, attention is given to Scriptural and theological models for understanding the nature of the human being as well as the ethical and social implications of a theology of human equality.

THEL 313 Systematic Theology

4-S (not 17)

Survey of the main tenets of the Christian faith. Doctrines examined in light of biblical basis and constructive formulations. Introduces the student to Christian theology and equips the student to develop a personal theology.

Prerequisite(s): THEL 209

THEL 315 Wesleyan Tradition

3-F18

Study of the Wesleyan movement from the Wesleys to the present. Emphases on the history of The Wesleyan Church and the doctrine of holiness. Liberal Arts.

Prerequisite(s): THEL 209

THEL 316 Worship in the Church

3-S17

An introduction to liturgical theology including explorations into the biblical and theological foundations for worship and the sacramental life of the Church. Special emphasis is given to the task of contextualization in planning worship services and examining the pastoral role in the Church's liturgical life and witness.

THEL 320 Spiritual Formation

4-F

Examines the nature and process of spiritual growth and maturation in the life of the Christian. As an academic course of study, this class arises out of ascetical theology and thus emphasizes the writings of early, medieval and later Christians. Primary emphasis is given to the role of the classical spiritual disciplines in the formation of character. Liberal Arts.

Prerequisite(s): THEL 209

THEL 325 American Church History

3-WSP

Examines the historical and theological roots of the varied Christian traditions in the U.S. Attention will be given to European traditions transplanted in the New World and to the ways they developed in the American context; also consideration of the indigenous American Christian traditions and the resulting variety of ecclesial configurations. Liberal Arts.

Prerequisite(s): THEL 209

THEL 327 Church, Mission and Culture

4-S

This course seeks to define an understanding of the Church in relation to the mission of the triune God in and to all of creation. A biblically and theologically informed ecclesiology, integrated with the disciplines of missiology and sociology, will shape the traditional concerns of leadership, Church order and pastoral vocation.

THEL 333 Major Figures in Theology

2 or 4-WSP

In-depth study of one or more figures in Christian theology with an emphasis upon primary source material for examining the theologians in the context of their lives and times. Liberal Arts.

Prerequisite(s): THEL 209

THEL 334 Studies in Theology

2 or 4-WSP

Topics of current theological interest. Specific schools of theology, doctrines or theological trends will be considered.

Prerequisite(s): THEL 209

THEL 337 Theological Foundations of the Family

3-WSP

Study of major conceptual designs for family. Will emphasize a comparative analysis of religious models and the relationships between these influential systems and family practices. Introduces students to the role of the family in ethical value formation. Liberal Arts.

Prerequisite(s): THEL 209

THEL 346 Elements of Catholic, Muslim and Orthodox Theology

4-F

An examination of the development of Catholic and Orthodox theology and practices from the early Middle Ages with a particular emphasis on major figures and differences between the traditions. An introduction will be given to Islam with particular attention paid to Christian-Muslim interaction from the seventh century through to modern times and to syncretistic folk religion, the dervish, etc. Houghton Balkans Semester Program.

Prerequisite(s): THEL 209

THEL 355 Aquinas

4-WSP

Seminar on the thought of Thomas Aquinas involving a close reading of Aquinas' most important work, the "Summa Theologiae," with occasional supplementation from other relevant primary and secondary literature. Liberal Arts.

Prerequisite(s): THEL 209

THEL 368 The Reformation

4-S

A survey of the continental, English and Roman Catholic Reformation of the 16th century. Satisfies Culture: History. Liberal Arts.

Prerequisite(s): THEL 209

THEL 375 Kierkegaard: A Man for All Disciplines

4-WSP

Reading seminar on some key works of the “melancholy Dane,” including (for example) “Either/Or,” “Fear and Trembling,” “The Sickness Unto Death,” the “Philosophical Fragments,” and “Concluding Unscientific Postscript.” A “man for all disciplines,” Kierkegaard’s writings continue to attract interest for their philosophical and theological insight as well as their literary sophistication. Liberal Arts.

Prerequisite(s): THEL 209

THEL 385 Issues in Philosophical Theology

4-WSP

Seminar in which selected topics in Christian theology are examined via close reading and discussion of historical and contemporary works of philosophical theology. Examples of topics considered: Divine Attributes, Divine Providence (and Human Freedom), God and Ethics, and Faith. The specific issue(s) to be considered will be identified each time the course is scheduled. Repeatable when topics are diverse. Liberal Arts.

Prerequisite(s): THEL 209

THEL 389/489 Internship in Theology

1-6- F&S

Supervised field experience in a church or parachurch agency combining academic work with practical and professional responsibilities and relationships.

Prerequisite(s): CRFM 325, MIN 210 or permission from the Christian Ministries advisor

THEL 482 Senior Capstone: Seminar in Theology

2-S

A senior capstone colloquium required of all students with a major in theology. Liberal Arts.

THEL 496 Honors in Theology

4-S

Liberal Arts.

TLIN 202 Language Acquisition

Students will study the underlying philosophy for learning a language. They will study various theories on methods of language learning with an emphasis on right-brain learning in a relational setting. The theory will then be put into practice in a community setting. The students will actually learn a language with weekly support and evaluation.

URMN 212 Urban Ministry

4-F

What is the ministry of the Church and individual Christians within diverse, complex metropolitan areas? Introduction to the Bible and to research in behavioral sciences in the city with field trips and projects in the community.

URMN 250 Evangelism and Social Action in the Urban Context

3-May

Examination of the biblical basis of evangelism and social justice. Through biblical, historical and sociological/anthropological analyses and personal observation projects, students will assess ways in which evangelism and social action are related and will have an opportunity to develop their own theology and strategy of outreach. Taught in an urban setting.

URMN 300 Urban Ministry Field Experience and Seminar

3-WSP

Supervised field experience in a core-city church or parachurch organization. Seminar with weekly cluster meeting of participating students to synthesize academic and field experience as a group. Requires 120 hours of field work.

Prerequisite(s): URMN 212 and declaration of minor

URMN 350 The City in Biblical and Theological Perspective

4-WSP

In-depth survey of the Scriptures from Genesis to Revelation examining the city as a symbol and social reality. Analysis of various theological perspectives (Augustine, Ellul, Cox, Mouw and others).

Prerequisite(s): URMN 212 and declaration of minor

WRIT 101 Writing in the Liberal Arts

3 - 4-F&S, Summer

Theme-based seminar course in close reading, critical thinking and the process of engaged writing. Techniques of expression, analysis and response. Satisfies Writing Competency. Liberal Arts.

WRIT 111 College Writing

3-WSP

Development of writing skills, particularly commensurate with advanced college curricula. Demands of audience and form taught by reading, frequent writing, peer workshops, discussion and conferences. Taught at participating high schools to their selected, qualified students. Satisfies Writing Competency. Liberal Arts.

WRIT 214 Literary Non-Fiction

4-F

Writing across the range of forms available to the creative non-fiction writer, such as expository and persuasive writing and literary journalism. Emphasis will center on craft, personal presence and writing for varied audiences. Liberal Arts.

WRIT 215 Life Narratives

4-S17

Techniques of personal essay, memoir, biographical essay and related forms. Discussion of craft: nature of memory, ethics of selection and role of the self in relation to others. Liberal Arts.

WRIT 216 Print Journalism I

2-3-F

Principles and techniques of journalism with an emphasis on print media. Instruction in writing news, features, editorials and reviews. Overview of journalistic ethics including privacy and libel law. Liberal Arts.

WRIT 217 Professional Writing

2-3-S

Workshop-oriented course giving students practice in writing the kind of documents one might write in a professional setting, such as fundraising letters, press releases, social media posts and reports.

WRIT 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

WRIT 301 Fiction

4-F

Techniques of the traditional short story. Liberal Arts.

WRIT 302 Poetry

4-S

Techniques of open and closed verse. Liberal Arts.

WRIT 304 Screenwriting

4-S17

Techniques in writing screenplays. Emphasis on dramatic structure, cinematic rendering, story concept and characterization. Liberal Arts.

WRIT 307 Writing about Spiritual Experience

4-WSP

Disciplines of the spiritual journal, writing and evangelism, the meditative essay, and devotional writing. Liberal Arts.

WRIT 310 The Extended Narrative

4-WSP

A multi-genre course exploring the differences and similarities of the nonfiction and fictive narrative. Liberal Arts.

Prerequisite(s): WRIT 215 or WRIT 301

WRIT 311 Poetry, Liturgy and Worship

4-F16

Techniques of poetry dedicated to worship in its several forms. Liberal Arts.

WRIT 312 Creative Writing in Public Life

4-WSP

Study and practice in the various forms of writing dedicated to social awareness and action.

Liberal Arts.

Prerequisite(s): WRIT 214 or WRIT 215

WRIT 316 Print Journalism II

2-3-F

Principles and advanced techniques of journalism with an emphasis on print media. Instruction in investigative reporting and long-form feature stories. Research-based editorial writing and longer reviews. Liberal Arts.

Prerequisite(s): WRIT 216

WRIT 320 Special Topics in Writing

1, 2, 3 or 4-WSP

Opportunity for study of issues and problems of writing not covered elsewhere in the curriculum such as travel writing, writing for the younger audience, writing and the natural world, and humor writing. Liberal Arts.

WRIT 401 Workshop

4-S

Life experience, project and task-centered integrative capstone. Liberal Arts.

WRIT 403 Internship

4-WSP

Opportunities for practical off-campus experience. Workshop alternative with permission of department chair. Liberal Arts.

WRIT 404 Praxis

4-WSP

Writing Center theory and practice. Liberal Arts.

WRIT 496 Honors in Writing

4-S

Liberal Arts.

Off-Campus Study Opportunities

*Marcus Dean, Director | <http://www.houghton.edu/academics/off-campus-programs>
| 585.567.9634 | OCS@houghton.edu*

Houghton College students have access to several unique opportunities. Some are operated entirely by Houghton College, others in cooperation with the Council for Christian Colleges and Universities or the Christian College Consortium. Houghton's own opportunities are under the general direction of the Dean of the College and are staffed by faculty of various academic departments, as per the needs of each opportunity. More detailed information is available through the [Off-Campus Opportunities website](#) and their office located in the Chamberlain Center, Room 413.

Participating in an off-campus opportunity is an academic privilege that can enhance the student's education. Because of the additional demands faced in the off-campus setting, students are required to have a 2.5 or higher GPA to participate in any off-campus opportunity. Several of Houghton's opportunities require a 2.75 GPA.

Houghton Off Campus

Arctic Studies Semester in Alaska

Go-Ed Africa

Go-Ed Mekong

Houghton in Tanzania

CCCU Off Campus

American Studies CCCU

Australia Studies Centre CCCU

China Studies CCCU

Contemporary Music Center CCCU

Latin American Studies CCCU

Los Angeles Film Studies Center CCCU

Middle East Studies CCCU

Oxford Summer School CCCU

Uganda Studies CCCU

Affiliated Off Campus

Au Sable Institute of Environmental Studies

BCA

Budapest Math Semester

Central Colleges Abroad

Chez Vous

Creation Care Studies

International Business Institute

NOLS (National Outdoor Leadership School)

Oregon Extension

Spanish Studies Abroad

Trinity Semester in Spain

Houghton Off Campus

Arctic Studies Semester in Alaska

Off-Campus Opportunity (14 possible credits)

Campus Contact: James Wolfe

The Arctic Studies in Alaska opportunity based at the Glennallen campus of Alaska Bible College incorporates a core of four integrated courses in biology, anthropology, missions and recreation totaling 14 credits. Additional credits (up to a total of 18) from internships and independent studies are available in biology, recreation, intercultural studies, missions and business.

This hands-on experiential semester (beginning August 1 and ending November 15) incorporates both theory and practice with numerous field trips and experiences in the local and more distant communities. Cross-cultural interactions with Native American communities (eight surround Glennallen) and local Alaskan life are the key component of the semester.

Please contact [James Wolfe](#) for more information on this opportunity.

Go-Ed Africa

Off-Campus Opportunity (15 possible credits)

Campus Contact: [Ronald J. Oakerson](#)

Go-Ed is a semester abroad opportunity sponsored by a non-profit community development group focused on transforming the next generation to own and end poverty. Taught from a Christian perspective, students learn about the complexities of their discipline in a real-world context from experts who are academically, professionally and spiritually qualified. The learning format includes lectures, field trips and field work. Experience in applying theory to real problems is emphasized. Houghton College is an accrediting institution for this opportunity, which is offered both fall and spring semesters at Go-Ed sites in Africa and the Mekong region of Southeast Asia. All courses receive Houghton credit. Visit the opportunity's website at www.go-ed.org.

Go-Ed Africa takes place in East Africa, primarily in Uganda and Rwanda. Placements may also be in Ethiopia.

Go-Ed Mekong

Off-Campus Program (15 credits)

Campus Contact: [Ronald J. Oakerson](#)

Go-Ed is a semester abroad opportunity sponsored by a non-profit community development group focused on transforming the next generation to own and end poverty. Taught from a Christian perspective, students learn about the complexities of their discipline in a real-world context from experts who are academically, professionally and spiritually qualified. The learning format includes lectures, field trips and field work. Experience in applying theory to real problems is emphasized. Houghton College is an accrediting institution for this opportunity, which is offered both fall and spring semesters at Go-Ed sites in Africa and the Mekong region of Southeast Asia. All courses receive Houghton credit. Visit the opportunity's website at www.go-ed.org.

Go ED Mekong takes place primarily in Thailand. Placements may also be in Cambodia, Bangladesh, the Philippines or other Southeast Asian countries.

Houghton in Tanzania

Off-Campus Opportunity (12 - 18 hours)

Director: [Eli Knapp](#)

An intensive spring semester experience, Houghton in Tanzania offers the unique opportunity to study anthropology, history, animal ethology, linguistics, intercultural studies and ecotourism in East Africa. Students will visit the Wahehe, Masaai and other tribes; observe dozens of animal species in their natural habitat; and develop an understanding of the history, language and culture of East Africa.

During the semester in Tanzania, a student may earn between 12 and 18 hours.

INCL 311 Intercultural Experience may be taken as an optional course during the Tanzanian semester. Other Special Topics and Independent Study credits may be available on given years when schedule permits.

CCCU Off-Campus Area of Study

Because Houghton is a member of the Council for Christian Colleges & Universities, an association of more than 100 private liberal arts Christian colleges, a number of off-campus learning opportunities (and some course descriptions) are listed below.

American Studies CCCU

CCCU Off-Campus Study (16 credits)

At ASP, your ability to share your similarities while respecting your differences may just be the one test you never knew you'd be taking. Whether it's public policy or global development, you will engage in what it means to be in community and to be a leader. These questions have shaped our political system for over two centuries. You'll continue this conversation as you interact in a dozen on-site visits with expert scholars and policymakers. Internships, professional mentorship and service opportunities prepare you for an extraordinary and unique D.C. experience.

CREDITS: The program recommends to the home institution that you receive the equivalent of 15 or 16 semester hours of credit, depending on your choice of options.

Course Descriptions

Topics in Leadership and Vocation (5-week module, 3 credits)

Students complete experiential exercises and written evaluations to explore what it takes to sustain a way of living in a post-campus environment that is true to the core Christian convictions and commitments we have been developing on campus. Course readings, faculty and guest lectures, and ASP alumni panels identify cultural and professional challenges to biblical living and leadership. They also provide experience-based perspectives on ways in which others are addressing and overcoming these challenges. Students participate in ASP's neighborhood engagement program, which allows each ASP student to gain a comparable amount of exposure to the peoples and cultures of both federal Washington and the local neighborhoods of D.C. It includes three scavenger hunts by bus ("Bus Days") and work with local social service organizations (Students volunteer at least 24 hours total.).

Internship (11-week part-time work, 6 credits)

This course provides you with an opportunity to work as an intern in a professional setting, to reflect substantively upon workplace experiences, to connect these experiences to classroom materials and discussions, and to acquire skillsets and professional competencies for your future life and work. During the 11-week course, interns usually work all day on Tuesdays, Wednesdays and Thursdays for an average of 24 hours per week.

Throughout the course, you will be required to submit reflection essays to Elizabeth Pitts, the ASP internship director. At midterm, your ASP faculty internship monitor will visit your internship site to meet with you and your internship supervisor. The purpose of the meeting is to identify opportunities for increasing the value of the internship experience for both yourself and the organization.

You are strongly encouraged to initiate meetings with your ASP faculty internship monitor periodically throughout the semester to discuss matters of professional development or vocation.

Professional Mentorship (optional) (4 mentor meetings, 1 credit)

This course matches you with an experienced professional serving in an area relevant to your own vocational aspirations. Monthly group meetings—consisting of you and the mentor—provide opportunities for you to explore matters of both professional development and faith integration.

Meetings are structured, in part, around discussions of a Supplemental Mentorship Text. The professional mentor selects the text, which is typically a novel, biography or autobiography. The book serves as a basis of inquiry into the challenges of weaving together calling and career. Through written assignments, you will note important questions, comments, advice and stories and then reflect on how they relate to your own life.

The first meeting between mentor and student is organized by ASP, scheduled to take place within the first few weeks of the semester. You will then be responsible for working with your mentor to schedule all additional meetings, with consideration of schedules to ensure availability. Meetings may take place at any time, including early breakfasts or evening meals. On average, meetings last two hours.

[Public Policy Initiatives Track](#)

Policy Analysis & Advocacy Seminar (3 credits)

Students directly engage Washington, D.C.-based leaders and leading institutions—governmental and non-governmental, national and international—with a stake in a selected public policy debate. Students organize into small research teams to write a policy report analyzing competing economic, humanitarian and national security perspectives in the debate. The report is supported by field-based research, including participation in at least 10 one-hour meetings with policy experts and conducting personal interviews with policy professionals. Students present their research findings and policy recommendations at a policy conference in a congressional committee hearing room on Capitol Hill. Furthermore, additional course assignments challenge students to reveal and clarify the underlying values they prioritized when deciding on policy recommendations. Specifically, each student explains the role biblical ideas and faith traditions play in a.) how they came to understand a policy issue as a public justice issue, b.) how they chose among competing policy prescriptions, and, by extension, c.) what they believe about the proper role of government in society.

Public Policy Research Project (3 credits)

This course challenges students to build upon the findings from their group policy studies by applying the same analytical framework to a policy issue of their own choosing. Each student writes a policy memorandum that provides a comparative analysis of the competing positions and underlying value disputes in a current public policy debate. The report is supported by field-based research, including attendance at policy conferences and conducting at least six personal interviews with policy professionals. Each student presents his or her research findings and policy recommendations to a Washington, D.C.-based policy professional who works directly on the issue.

[Global Development Track](#)

Entrepreneurship & Global Development Research Seminar (3 credits)

This course is intended to increase understanding of the roles that institutions and institutional leadership play in the global development enterprise. It provides participants with an opportunity to directly engage Washington, D.C.-based leaders and leading institutions working on the front lines of pressing global development issues within the broader global development enterprise.

The course features three core areas of inquiry:

- the economic, social and environmental dimensions of sustainable global development;
- the requirement for, and leadership of, collaboration among commercial, missional and governmental institutions in the pursuit of global development goals; and
- Christian perspectives on the proper roles, goals and responsibilities of commercial, missional and governmental institutions as they work to meet the requirements of biblical justice through global development strategies.

Participants in the course learn to employ analytical frameworks that account for both domestic and international influences on the commercial, missional and governmental sector institutions that shape responses to global development challenges. Furthermore, the course provides participants with an opportunity to begin developing a vision for why the global development questions they engage, and the solutions they promote, are important to the global development enterprise.

Global Development Partnership Project (3 credits)

In this course, each participant contributes to key aspects of a research and development project as members of a collaborative project team. In consultation with a client organization(s), the team will deliver to the client a written analysis of, and recommendations for, responding to a specific global development challenge (as outlined in Project Description). The project will consist of reports and briefings that provide client(s) with an analysis of a specific development problem, competing solutions to the problem and recommendations for collaborative action on the part of the client and its partners.

Among the criteria for evaluation of the project deliverable will be: a.) an analysis of the economic, social and/or environmental dimensions of a specific global development challenge; b.) an analysis of the institutions with responsibility to address the specified challenge; c.) an analysis of and proposed recommendations for strategic collaboration among stakeholders whose shared mission is to address a specific development problem or opportunity; and d.) a statement of preferred outcomes for the client's project within the framework of biblical justice.

China Studies CCCU

CCCU Off-Campus Opportunity (15-18 credits)

The China Studies Program (CSP) is your ticket to one of the world's most globally significant and culturally rich nations. Experience Chinese culture firsthand by participating in internships and learn about the historical, cultural, religious, geographic and economic realities of China during your course seminars. In addition to the study of the Chinese language, you could teach English to Chinese students, or you might put your one-on-one talents to work in an orphanage. CSP immerses you in an increasingly important part of the world in an informed, Christ-centered way. Students earn 15-18 semester hours of credit.

Course Descriptions

{Note: The course descriptions have been arranged to follow the pattern of the three that all take and then the concentrations}

Required Courses

Chinese I (2-3 credits)

This course in introductory Chinese focuses on acquiring survival fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China. Students who already have studied Chinese may apply for a more advanced class by passing a placement test. All students take the written exams for Chinese characters, vocabulary and grammar.

Chinese History (3 credits)

One third of this seminar course consists of lectures, one third of presentations by the students, and one third of field trips to historical sites. The course covers the history of China from its earliest beginnings up to the present. Students become familiar with the major dynasties of China, their character and contributions, and their major figures. On a study tour to Xi'an, Beijing and Shanghai, students visit many of the most famous Chinese sites of historical importance, including the Terra Cotta Soldiers, the Forbidden City, the Great Wall, the temple of Heaven, the Shanghai Museum and much more. Each student will also read and make a presentation on a book about one significant event or person in Chinese history, such as the Boxer rebellion, the Mongol empire, the international voyages, the Ming Dynasty, Matteo Ricci, etc. Possible credit: history, cross-cultural studies

Intercultural Communication (3 credits)

Intercultural Communication is a required three-credit hour course. This course covers issues intended to help students understand and adjust to Chinese culture. The focus will be on how our students demonstrate their beliefs in their daily lives within the context of China. Topics include culture and basic values, culture shock, introductory linguistics, contextualization, and factors involved in successful cross-cultural interaction. Each student will write case studies based on his or her personal experiences in China. Well-known films featuring famous actors (both Western and Chinese) that focus on cross-cultural experiences will be shown and discussed each week.

Contemporary Society: Public Policy & Economic Development (3 credits)

This required course examines two key and inter-related aspects of modern China: government policy and economic reforms. Public Policy covers the structure of the Chinese government, social rights and the legal system, and issues such as ethnic minorities, family planning and education. Economic development focuses on the government policies from 1949 to present, from the commune system to the current market-oriented reforms. Other topics include foreign investment, pollutions and the environment, and the World Trade Organization. Each student will present an investigative report based on interviews with Chinese about a topic relating to contemporary Chinese society that is of particular interest to Westerners, such as the One-Child Policy, Sino-US relations, or Media & the Internet.

China Studies Concentration

Chinese 102 (3 credits)

This course focuses on acquiring low-intermediate fluency in spoken and written Chinese so that a student can handle situations such as travel planning, illness, making appointments, etc. The emphasis is on the spoken form of Mandarin Chinese, the national language of China. There will also be lectures on Chinese dialects, simplified vs. traditional characters and word radicals. This is not available to students who take Chinese 102 for the core course.

Eastern Philosophy and Religions (3 credits)

This is an elective 3-credit independent study hour course that introduces concepts embedded in Chinese culture: "Yin & Yang" and the "Five Elements." Aside from reading two texts on these topics, students will choose one topic to be covered in depth. This will involve reading at least one other sizable text on the subject. The specific course text(s) depends on each student's background, interests and (conceivably) school requirements. By the end of the 13th week of the program, you will submit a 15-20-page paper (excluding title page, illustrations, etc.) responding to specific questions about the selected text.

Electives: (either Dimensions or one or both of the other two)

Dimensions of East Asian Culture (3 credits)

This is an elective, 3-credit course that introduces students to visual, physical, medical and culinary arts. Students will have lectures on unifying Chinese philosophy, which underlies these (and other) dimensions of Chinese culture. The substantial majority of the course involves "hand-on" practice.

- For Chinese painting, students will spend most of their time learning how to hold a brush, mix pigments, and paint watercolors in the Chinese style.
- For Chinese cooking, they will spend most of their time preparing and cooking ingredients into meals.
- For Traditional Chinese Medicine, they will learn and discuss practical aspects of how to apply traditional Chinese medicine based upon their physical constitution and the seasons.
- In Tai Chi, every class will be spent practicing sequential steps of a standard Tai Chi performance.

Chinese Painting (1 credit)

Students will learn to paint from a Chinese artist. They will practice the basics of Chinese water-based

brush-work, painting traditional pictures of bamboo, flowers, etc. (Note: If you take the Dimensions of Culture course, the painting classes and credit for this course are already included there and cannot be repeated.)

Tai Chi (1 credit)

This physical education course emphasizes the traditional Chinese forms of stylized self-defense, which tones the body and concentrates the mind. Exercises may focus on the gentler form of tai chi but also will include some of the more vigorous martial arts.

(Note: If you take the Dimensions of Culture course, the Tai Chi classes and credit for this course are already included there and cannot be repeated.)

Business Concentration

International Business in China (3 credits)

In this course, students hear talks covering issues such as fair and ethical business practices and the factors involved in outsourcing jobs to China. Aside from the basics of private and public business practice in China, students will focus on the cultural differences between the way Chinese and Americans do business. Students will prepare a paper in which they describe and analyze the differences in the way that an American or international company markets its products or its franchise in China. Overall, the goal is for students to understand the personal costs involved in approaching business overseas not simply as an investment but as a calling.

Business Internship (3 credits)

The Internship Coordinator will make every attempt to place students in job placements that will provide meaningful work experience for the three-week internships, working full-time (40+hrs/week) for Chinese-owned and -operated companies. These internships are true cultural immersion. Currently, nearly all of these internship placements are in Xiamen city and take place from the 12th to the 14th weeks of the program. Pre-requisite: International Business in China.

The Business Internship is an elective within the China Studies Program. The internship itself will include at least 120 workplace hours (and, often, more). It will help you to develop an accurate understanding of what's involved in doing business with a company in China—usually with a small, Chinese-owned and -operated business. Your success in an internship depends largely on the extent to which you demonstrate the flexibility, cooperativeness and self-motivation needed to make yourself useful to the company that is nice enough to let you join in with them for a relatively brief three weeks.

Contemporary Music Center CCCU

CCCU Off-Campus Opportunity (16 credits)

The world of music, though you may not have noticed, was an entirely different landscape 20 years ago. CMC has been adapting to this business, because music is a blend of the old and the new. Believe us; you'll be doing nothing but blending music, personalities and the occasional throat-soothing smoothie for the next four months. Your days begin with morning classes followed by composing, performing, mixing and promoting until you put your inspired soul to sleep. After 10 weeks of solid creativity, you're out on tour, living the experience and savoring every note. Students earn 16 semester hours of credit.

Course Descriptions

Core Courses:

Faith, Music and Culture (3 credits)

The purpose of this course is to help students develop a Christian approach to the creation, marketing and consumption of contemporary music. While engaging in studies of theory, history and criticism, students explore the concept of culture as well as the nature of popular culture and examine popular art and music in contemporary aesthetic, social, cultural and industrial contexts. Additional topics include a study of the role of popular music in cultural communication, the development of a Christian critical method and an examination of different Christian approaches to popular art and culture.

Inside the Music Industry (3 credits)

Through readings, lectures and seminars, this course provides up-to-the-minute insight into the inner workings of the music industry. Emphasis will be given to career possibilities and gifts and skills required to succeed in each of the major areas, including work as a performer, songwriter, record producer and engineer, etc. Students gain an understanding of the structure and methodologies of a typical U.S. record company, including A&R, marketing, radio promotion, public relations, sales & distribution, product development, art, manufacturing and business affairs.

Practicum "CMC Tour" (1 credit)

The CMC Tour is the capstone experience of the semester. Students and faculty embark on a 6-8-day tour of college campuses and other venues, mounting a show each night with full production—lights, sound, staging and video. Every student is involved in the process as either a performer, part of the technical staff or a producer. The Business track students are also required to keep the tour on budget by tracking costs and providing a daily analysis of the budget.

Artist Track

Essentials of Songwriting (3 credits)

Artists receive classroom instruction, participate in directed study with faculty and work in collaboration with other students to develop their use of form, melody, harmony, rhythm and lyric. Emphasis is placed on the song as the vehicle for the artist's creative exploration and public communication.

This is the practical application and technique of the working songwriter. Melody, lyrics, "hooks," points of view and song logic will be covered. Solo writing as well as the concept of collaboration are

introduced. Participants will work individually and in small groups.

Studio Recording (3 credits)

Artists, via both the classroom and the lab, work with faculty, other students and visiting experts to learn how to produce, record, mix edit and master recordings in a professional digital studio.

This course introduces students to the concept of non-linear, non-destructive editing within the digital domain. Pro Tools HD 9.xx is used by students to assemble and record several finished master-quality recordings. Concepts include signal flow, mic placement, console automation, the recording process from basic tracks to mixing and mastering, loop creation and editing, soft sampler and MIDI control, RTAS and TDM plug-in instantiation, and building a project studio. All students will acquire enough experience to record, mix and master their own tracks for demo purposes. The students in the Technical Track are assigned to help the artists record their songs.

Performance (3 credits)

In consultation with faculty and Business Track students, artists develop a live concert presentation that best utilizes their gifts as musicians, entertainers and communicators. Both on-campus showcases and public performances are presented throughout the semester.

The semester begins with a series of showcases held during the first two nights of the first full week. Each student is required to perform two songs, solo. Pre-recorded tracks or other student players are allowed to assist those students who do not play an instrument. As each student defines his or her musical style and public persona, additional concert appearances are required, which include the CMC Live concert series, scheduled each Thursday night. As the semester progresses, each student is effectively auditioning for the Road Tour, which happens towards the end of the tour.

Business Track

Strategic Management (3 credits)

Business Track students will assemble a successful artist roster and participate in the following activities on their artists' behalf: scheduling, creating a business plan, analyzing and forecasting trends in popular music, and advising and developing the artists with regard to their live show and recordings.

Music Business Survey (3 credits)

Through lecture, text and visiting music industry experts, Business Track students will gain a broad understanding of key aspects of the music business including: Booking, Artist Management, Touring, Road Management, Production, Marketing and Promotion, Copyright and Legal Issues, Publishing, and Licensing. This course will outline economic, creative and spiritual elements critical to a career in contemporary music and guide students in assessing their own strengths, weaknesses and interests. The focus for this course is hands-on application through work with contracts, live show production and career planning.

Advanced Media Marketing (3 credits)

Through classroom instruction and presentations by visiting industry experts, Business Track students will become familiar with traditional and progressive marketing strategies. Key areas including publicity, advertising, radio and video promotion, Internet marketing, and tour support will be addressed.

Students will develop a comprehensive marketing plan for each artist and will also create and implement the marketing plan for the CMC Tour.

Technical Track

Advanced Studio Recording (3 credits)

This course focuses on professional audio recording and production. The concepts and practices learned in this course will be used by the students to engineer and mix three songs per student in the Artist Track. The goal is for students to leave the CMC prepared for an entry-level position in any area of studio recording.

Concert Production (3 credits)

This course focuses on sound reinforcement, stage lighting and design, stage management, and concert production management. The concepts and practices learned in this course will be used by the students to produce the weekly CMC Live show in support of the Artist Track student performances as well as the week-long tour of CCCU college campuses. The goal is for students to leave the CMC prepared for an entry-level position in any area of concert production.

Audio Engineering (3 credits)

This course focuses on concepts and common practices in professional audio. Instruction and practical experience will focus on sound reinforcement for concerts as well as recording studio techniques, since both disciplines employ the same concepts. The information learned in this course will be put into practice in both the Concert Production and Studio Production courses.

Latin American Studies CCCU

CCCU Off-Campus Study (16-18 credits)

Your Latin American Studies Program (LASP) courses will allow you to think critically about your Latin American experience by connecting your surroundings with your classroom discussions. These experiences are everywhere. It's the place where you sip coffee and develop relationships through a common language. It's the local restaurant owner who welcomes you and teaches you about real international business. And it's your three homestay experiences, each one expanding your view of the cultural differences that make this corner of the world so remarkable. Students in all concentrations earn 16-18 semester credits.

Course Descriptions

Spanish Language (6 credits)

Students come to Costa Rica with varying degrees of fluency in Spanish, so LASP places them in the Spanish course that corresponds to each participant's level of oral proficiency based on a placement exam and interview during the orientation. Students study grammar, conversation, phonetics and/or literature based on the results of their tests. Classes are taught by Latin Americans, which means participants hear and learn the language the way it is spoken in Latin America. This is reinforced during everyday interaction with Spanish-speaking host families.

Latin American History, Contemporary Issues (3 credits)

This seminar introduces the social, historical, political, economic, philosophical and theological currents that constitute Latin American society and culture. The course includes personal discussions with Latin Americans and field trips to various sites. This seminar is designed to introduce students to the following:

- Historical development of Latin America, including selected case studies
- Variety of analytical perspectives from which Latin American reality is explained and understood
- Character, past and present, of U.S. policy in the region
- Nature and influence of the economic reality in the region

Regional Study Travel (1-3 credits)

The LASP group typically visits the country of Nicaragua during the semester. The travel practicum component is not a vacation trip; it is an integral part of the learning process. Students will be required to attend conferences and maintain a journal of ideas and perceptions developed throughout the trips.

*The number of credits granted for this course is determined by each student's home campus.

Concentrations

Latin American Studies Concentration

Responses to Third World Reality Seminar (3 credits)

Community Immersion/Internship (3 credits)

This concentration is interdisciplinary by design. Students are challenged in a seminar that includes diverse perspective, broad readings and hands-on experience in a practicum setting. Course content is adapted to changes in Latin American society.

The concentration aims that participants...

- Demonstrate a critical understanding of how Latin Americans have chosen to respond to their realities;
- Re-examine their worldviews by exploring the beliefs of those they meet during the Practicum Experience;
- Articulate faith-informed positions regarding the social, political and economic problems of the region; and
- Allow their telos to direct their praxis, becoming Christian agents for change in the world.

Pre-requisite: Equivalent of one year of college Spanish.

Presentations by invited speakers are delivered in both English and Spanish while most required readings are written in English.

[Advanced Language and Literature Concentration](#)

Language and Literature Seminar (3 credits)

Community Immersion/Internship (3 credits)

This concentration focuses on the social, cultural, political, economic and religious issues of Latin America in the target language. Students examine how Latin Americans view their neighbors to the north and around the world through conversations, conferences and related literature. Presentations by invited speakers are delivered in Spanish, and all required readings and assignments are written in Spanish.

This concentration is designed to...

- Expand students' Spanish skills through additional language instruction and a community immersion experience outside of San José;
- Examine Latin America through its literature, theatre and arts, using them as a means to examine society and culture; and
- Develop cultural competencies through study and hands-on experience.

This concentration is designed for Spanish language majors with a minimum of one year of college or university intermediate Spanish and one semester of advanced Spanish conversation and/or composition.

[Environmental Science Concentration \(Spring Semester only\)](#)

Environment Science Seminar (4 credits)

Field Research Practicum (2 credits)

LASP created the Environmental Science Concentration in 1993 to offer students specialized coursework in tropical ecology and sustainable development in the unique context of Costa Rica. The small country of Costa Rica is ideal for studying tropical biodiversity due to the close proximity of diverse

biogeographic regions, ranging from lowland tropical rain forest and marine biomes to highland cloud forest and paramo.

While learning firsthand the complexities of tropical ecology and the intricacies of diverse biomes, students will be presented with several approaches to sustainability. Through interactions with Costa Rican scientists, conservationists and policymakers, students will explore local ecological issues such as historical and current land use practices, biodiversity loss, forest fragmentation, ecotourism and sustainable development models. Students will also have the opportunity to complete a field research practicum in an area of specialized interest.

A central focus throughout the course is our responsibility to be good stewards of God's creation. It is expected that ESC students will use learning experiences to formulate their own approaches to local and global ecological problems from a faith perspective.

Presentations by invited speakers are delivered in both English and Spanish while most required readings are written in English.

[International Business: Management and Marketing Concentration \(Fall Semester only\)](#)

International Business Seminar (3 credits)

Community Immersion/Internship (3 credits)

International Business Concentration participants will explore the potential of international business in Latin America to create profit and also contribute to social progress. Through site visits, assigned readings and an internship/community immersion experience, participants will engage the complexities of practicing business in Latin America. Christian perspectives on economic justice, stewardship, and sustainable development guide learning experiences.

Students in the International Business Concentration will...

- Complete an internship/community immersion experience during which students will explore the workings of a community development project/small business and form relationships with those in their host community;
- Articulate the relationship between Christian faith and business practice in Latin America and beyond;
- Participate in site visits that illuminate issues related to foreign investment in Latin America, sustainability in business, entrepreneurship and economic development; and
- Analyze the role of private enterprise, governments and NGOs in poverty alleviation and economic development in Latin America.

Presentations by invited speakers are delivered in both English and Spanish while most required readings and written work are done in English.

Pre-requisite: Course background should include macro-/micro-economics and introductory-level management. Basic marketing and international relations or cross-cultural studies are also recommended.

Satisfactory completion of this program (grade C or better) fulfills the internship requirement for students majoring in Business Administration at Houghton, and students earn six business elective credits.

Los Angeles Film Studies Center CCCU

CCCU Off-Campus Study (16 credits - 6 from the internship and 10 from seminar study)

Imagine pitching your screenplay to working Hollywood producers (it could happen) or attending the premiere of your short film. LAFSC provides a well-rounded yet in-depth understanding of what makes the business of Hollywood run. Workshops combined with electives teach you relevant production processes and protocols as well as the vital skills of collaboration. Talent and literary agencies, managing companies, film developers and postproduction facilities are just some of the exciting internship options. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

Course Descriptions

Internship: Inside Hollywood (6 credits)

Students participate in an internship experience in some aspect of the Hollywood film or television industry. These are nonpaying positions primarily in an office setting such as development companies, agencies, producer's offices, etc. Students work 20-24 hours a week throughout the entire length of the semester.

Hollywood Production Workshop (4 credits)

The course runs on two tracks, a professional track and an exploratory track. In the professional track, students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to enable the finished production to qualify for festival submission. The track offers students the opportunity to make a motion picture production using Hollywood locations, resources and protocol. In the exploratory track, students will have the opportunity to explore various aspects of the film discipline. Students will work in groups on projects determined by the class. Topics may include documentary filmmaking, After Effects, music videos, church media production and other relevant areas of study. Students in both tracks will participate in a competitive vetting process of projects. This course complements the more specialized, skill-focused elective courses and is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

Faith and Artistic Development in Film (3 credits)

A class that explores the connection between the eye, the heart and the hand, this course focuses on the integration of faith and learning as well as developing the necessary skills for analysis of the culture of Hollywood. The first section of the class emphasizes the eye: discovering your own identity; looking at film's historical and spiritual impact, audience trends, the auteur movement, and vision in film; and providing a basis for heart preparation for production. The second section of the course emphasizes the heart: ethics, relationships and communication, passion and art. The last section of the course emphasizes the hand, exploring the collaborative process in Hollywood Production Workshop and Narrative Storytelling: roles and aspects of production, the production process, relationships on set and communication. All students participate in this team-taught lecture seminar led by the faculty of The Los Angeles Film Studies Center.

Electives: Choose 1

Narrative Story Telling (3 credits)

Concentrating on the art form of narrative storytelling, the course places special emphasis on the visual aspect of the discipline. Two tracks are offered in the course. The Structural track covers topics ranging from the history of story in culture and film to the mechanics of story creation to the development of story-writing skills. Instruction in the Technical Story track focuses on advanced methods of cinematography and post-production and how those techniques can be used to improve visual storytelling. After the core instructional period in each track, students from both tracks are reunited and will have the opportunity to hone their narrative analysis skills, participate in workshop-style labs and make two short films that demonstrate their ability to utilize storytelling theory on screen.

Professional Screenwriting (3 credits)

An introduction to contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students strive to complete a full-length screenplay for a feature film. Whether novice or advanced, students are expected to develop and improve their skills. Emphasis is given to the role of Christian faith and values as they relate to script content. The course is taught by a working, credited Christian screenwriter.

Professional Acting for the Camera (3 credits)

This advanced workshop in the practice and process of acting for the camera is aimed at students who have a desire to pursue acting as a career. Instruction includes an overview of current camera acting techniques and thorough discussion of the art of acting. The class primarily consists of acting scene work with all scenes being filmed and critiqued on the big screen. Students will also be required to pursue roles in student and independent films. Several class sessions throughout the course will be devoted to the business of acting for film and television in the Hollywood entertainment industry with an emphasis given to developing the materials and relationships necessary for a successful career.

Independent Study (3 credits)

This course may be selected by special request and arrangement. In order to be considered, students submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor who is a professional in the Hollywood industry. Projects could include further development of a portfolio or reel, critical research or a senior thesis project.

Please Note:

The Independent Study option is not guaranteed and is intended for students with experience in a specific area of cinema or those needing to complete a senior project for graduation. The number of independent studies offered each semester will be determined by LAFSC faculty, the availability of a suitable mentor and approval from your school's film/communications department head.

Middle East Studies CCCU

CCCU Off-Campus Opportunity (16 credits)

Located in Amman, Jordan, the Middle East Studies Program (MESP) immerses students in the daily life, language, food, culture, religion and politics of one of the oldest continuously inhabited cities in the world. Learn firsthand from locals how to work, play and serve in the Middle East as you become their neighbor—and, soon, their family—while learning adventurously at MESP.

Forget everything you know about classroom academics; this is learning through immersion.

MESP students learn first-hand from locals who live out the subject matter. You will live, work, eat, play and travel among these people, becoming a member of their neighborhoods. By the end of the semester, your life will have become entangled with theirs—their cultures, languages, passions and joys. We are committed to this Christ-centered approach, aiming to serve, process and evaluate your immersion as you grow in your understanding of what it means to be an incarnational follower of Jesus in a land that needs such followers now. 16 semester hours of credit

Course Descriptions

Introduction to Arabic Language (4 credits)

This course aims to teach students basic skills in colloquial Arabic, emphasizing the practical use of the language and encouraging interaction with locals in everyday life, on the streets, in taxis, during home stays and at service projects. Students will have class three to four days per week, learning everyday vocabulary and colloquial grammar. In order to enhance the students' use of colloquial Arabic, MESP arranges weeklong homestays with Muslim and Christian Arab families. Ideally, each family has an English-speaking contact person of the same gender as the student so that students can communicate their needs, ideas and feelings. The homestay is an essential step in learning to appreciate the nature of life in an Arab society.

Islamic Thought and Practice (4 credits)

This course examines many dimensions of Islamic faith—historical, legal, doctrinal, popular and behavioral—from early times to the present. Emphasis is on contemporary and "popular" Islam (the beliefs and practices of Muslims), including issues such as colonialism, gender equality, modernization, development and democracy. Students are encouraged to begin thinking about relevant similarities and differences between themselves and Muslim peoples around the world.

This course, like all MESP courses, has a strong experiential component, with students being encouraged to learn about Islam by developing relationships with local Muslims. In addition, the course frequently makes use of local scholars, experts, religious figures or other locals in order to enhance students' encounters with the religion and history of the region.

Conflict and Change in the Middle East (4 credits)

This course examines the Israeli-Palestinian conflict, which many scholars now call "the 100 Years War." Beginning with the collapse of the Ottoman Empire, this course traces the origin of the conflict from the early encounters between Arabs and Jews in Palestine to the contemporary struggle to achieve a final status agreement between Israelis and Palestinians.

We will begin the course in Amman with readings, documentaries and lectures as well as interactions with local Jordanians and Palestinians regarding of their experiences and perspectives on the conflict. We will continue the course during a travel component to Israel/Palestine, where we will hear from a variety of speakers who have experienced the conflict firsthand, including academic experts and local professionals working towards a reconciliatory solution. In addition, students will have homestays with both Palestinian and Jewish Israeli families, giving further opportunity to put a "personal face" on the conflict by getting to know ordinary people on both sides.

Because the conflict and its consequences—human, geographic, social, cultural and political—are so proximate to the MESP experience, students learn intimately the complexity and difficulty of reaching peace in a small land shared by two peoples with competing civilizational visions.

Peoples and Cultures of the Middle East (4 credits)

This course examines the diverse mosaic of the Middle East peoples and culture through the prism of various societies along the MESP journey. Jordan will provide the primary everyday context for this course, but recent semesters have also included life in Israel/Palestine and travel to Morocco, Turkey and Jordan. While the selection of travel locations depends upon safety conditions prevailing at the time of travel, the course nonetheless seeks to introduce students to patterns of thought and behavior that characterize the region generally without losing sight of important national and religious differences. The Middle East is a multiethnic, multi-confessional region, and travel allows students to observe and study a great variety of social, religious and political groups. In addition, students learn about pressing issues related to gender, conflict, economic development and cultural identity that currently animate the many religious and political communities they visit.

Oxford Summer School

Off-Campus Opportunity (6 credits)

OSP fuels intellectual development at all levels of education. Engage in scholarship guided by Oxford's primary method of pedagogies: the tutorial. Go one on one with your professor to defend your argument and support your positions, ready yourself for graduate school or just become a better thinker. When you're not flexing your brain, keep it sharp with student outings and field trips. Recommended 6 credits.

Lecture Series

All students participate in the lecture series, "The Christian Tradition in the British Isles." This course includes lectures and field trips to sites of major interest, providing the historical context for work undertaken in the seminars.

Seminars

All students participate in two different seminars. Students are evaluated by seminar leaders on the basis of written work. Seminars can be taken for undergraduate or graduate credit.

Tutorials

As part of their seminars, students participate in individual tutorials during the second part of the program. While meeting one on one with their seminar leader, students develop, discuss and defend an essay related to the students' seminar topic.

Affiliated Off-Campus Opportunity

Au Sable Institute of Environmental Studies

Affiliated Off-Campus Mayterm and Summer

Au Sable Institute, a Christian environmental learning center headquartered in Michigan, offers Houghton students Mayterm and summer courses in biology, chemistry, geology and geography. Participants take courses, engage in scholarship, gain field experience, confer and develop practical tools for environmental stewardship in programs that take seriously both science and theology. The [Au Sable website](#) gives the complete listing of courses and programs. Scholarship assistance is available to students at Council-member colleges.

All Au Sable courses taken through Houghton are registered as a science area special topics course. Approval is needed through the appropriate department (usually Biology) working with the Au Sable faculty representative (Dr. James Wolfe in Biology) and Houghton's Off-Campus Studies Office. A maximum of eight hours may be applied toward a major. Additional courses may be used for elective credit. Through a combination of courses taken at Houghton and Au Sable, a student may earn certification from Au Sable as one of the following: environmental analyst, land resources analyst, water resources analyst or naturalist. Certification requires a minimum of three approved courses to be taken in residence at the Institute. Specific requirements for particular certificates may be obtained from Dr. Wolfe and the Institute.

Au Sable Institute of Environmental Studies offers environmental science programs for students and adults of all ages: primary and secondary school, college and graduate school. Our [academic program](#) offers field-based, university-level courses in environmental studies and environmental science at campuses in the [Great Lakes region](#) (Mancelona, MI), [Pacific Northwest](#) (Whidbey Island, WA), [South India](#) (Thiruchirapalli, Tamil Nadu) and [Latin America](#) (Vara Blanca, Costa Rica).

Chez Vous

Affiliated Off-Campus summer opportunity

The Chez Vous summer program is a relational language-study experience organized into six different study tracks from Intermediate to Advanced language levels. Each track is about six weeks long and contains two semester courses in French. These courses progress in close harmony with the other Houghton courses. The program offers students a fairly intense immersion into French life and language along with multiple opportunities to connect with French people. Students also experience cultural activities, historical excursions, daily worship in French, service projects, church services and other enriching experiences.

Course Descriptions

FREN 210 French Grammar and Culture (4, summer)

This course provides intensive work in all four language skills: speaking, listening, reading and writing. Study includes both review and expansion of grammar and phonetics foundational to oral and written communication along with substantial experience interacting with French culture and target-language materials.

FREN 310 French Grammar and Conversation (4, summer)

This course continues to strengthen grammar comprehension while providing intensive work in all four language skills: speaking, listening, reading and writing. Study also includes basic phonetics. Extensive language use is applied in substantial interactions with French national, culture and target-language materials.

FREN 312 French Conversation and Phonetics (4, summer)

This course provides intensive practice and instruction in French conversation, listening comprehension, and phonetics with an additional focus on expanded vocabulary. Study includes continuing work in grammar, discourse and critical thinking skills and an orientation to informal and formal use of French. Taught in French by national professors trained in teaching French as a Second Language.

FREN 351 Advanced Stylistics and Grammar (4, summer)

This course offers intensive work in native expression and refined grammar, enhancing students' ability to communicate fluidly in high-level conversations and extended written forms. Taught in French.

FREN 361 French Civilization and Culture (4, summer 17)

This course concentrates on French life since WWII. Particular attention is given to social, political and economic structures, along with trends in art, media and daily living. Taught in French.

FREN 451 Advanced Conversation Themes and Phonetics (4, summer)

This course provides intensive practice and instruction in French conversation, particularly on the formal level and with a special focus on pronunciation and accent. Study includes continuing work in higher-level communication skills engaging abstract thoughts and concepts. Taught in French by national professors trained in teaching French as a second language.

Creation Care Study

Affiliated Off-Campus Opportunity (12 - 14 credits)

CCSP is a 15-week residential interdisciplinary environmental studies program based in Belize and New Zealand. The core curriculum consists of three 4-credit courses—God and Nature, Tropical Ecosystems (Belize program), Ecosystems of New Zealand (South Pacific program) and Sustainable Community Development—and a 3-credit core course, Introduction to Environmental Literature. In addition, students in the Belize program can take a two-week internship (2 credits) while the New Zealand students do an experiential sustainable community development week. CCSP courses are composed of several integrated block classes taught over the span of the semester. Both programs include extensive homestay periods. Some homestays are a part of academic courses, and others are for cross-cultural learning and program enrichment. All courses receive Houghton Credit.

Belize Program

15-17 credits

Located along the Caribbean coast of Central America, Belize is home to a host of Caribbean and Central American cultures and ethnic groups as well as inspiring ecological diversity, including neotropical rainforests, with their assortment of monkeys, jaguars and toucans, and the largest barrier reef in the western hemisphere. Within this context, CCSP students examine sustainable development and tropical ecology through a Christian lens of creation care and stewardship by utilizing field studies in Belizean villages, tropical rainforests, mountain streams and Caribbean atolls. Students also have the opportunity to take part in interest-specific internship and practicum experiences with Belizean organizations seeking regeneration and renewal of the land and communities. In Belize, intrepid students together take part in a semester abroad experience like no other! Throughout the semester, the schedule also allows for independent exploration of Belize (and neighboring countries) during breaks and free weekends.

New Zealand Program

15-16 credits

From New Zealand's snow-capped mountains to its topaz coastline, students explore a wonderland of unique ecosystems. Home to about 12% of all the earth's endangered species and a world-leading innovator in conservation and environmental management, New Zealand is an ideal place for studying care of creation. A rigorous academic semester comprising ecology, theology, environmental literature and sustainable community development is enhanced by a community living experience from the first day students move into CCSP's Old Convent campus to homestays with locals. The schedule also allows for independent travel during a week-long mid-semester break and during free weekends

Course Descriptions

ENGL 307 **Environmental Literature** (3 credits)

This course introduces students to the landscape of environmental literature, both past and present, providing a solid grounding in the field. Through key readings, discussions and reflections of various environmental literature forms including short story, essay and poetry, students consider what makes

literature “environmental” and why this field of literature was and is so important in shaping an earthy faith and worldview. (ENGL credit for major/minor or general elective)

THEL 305 God and Nature (4 credits)

Central to the mission of CCSP, this course helps students to develop a theology of creation that understands humans as stewards of the earth. Through the study of scripture and other relevant texts, students explore the theology of creation, biblical stewardship, questions of faith and science, and Christian responses to current environmental problems. (THEL credit for major/minor or general elective)

INCL/SOC 305 Introduction to Sustainable Community Development (4 credits)

This course explores how knowledge of ecological systems, globalization, political economy and the biblical worldview come together in the pursuit of development that is community-minded, just and ecologically sustainable. Through readings, lectures and fieldtrips, students study complex issues in sustainable development such as the nexus of poverty, the environment, justice and the many practical challenges associated with sustainable community development. (Major/minor credit for Sociology, INCL elective or optional elective for Development Concentration, or general elective)

BIOL 205 New Zealand Ecosystems (4 credits)

In this field-based ecology course, students not only explore New Zealand’s fascinating terrestrial and near-shore marine ecosystems but also undertake a terrestrial ecosystems research project. In addition to studying New Zealand ecosystems, this course is also designed to help students scientifically reach a broad understanding of global environmental issues. (IS Creation: Lab Science, Biology major/minor, or general elective)

LING 220 Te Reo Maori Language (1 credit)

We might ask, “Why choose to learn te reo Maori (the Maori language) if one is only in New Zealand for four months?” The answer lies in the close proximity of language and culture. Te reo Maori and tikanga Maori (Maori culture) are intertwined, and so learning te reo Maori allows students to access te ao Maori (the Maori world) and Maori world views. As students compare tikanga Maori with other cultures within New Zealand and overseas, they’ll develop an understanding of the central roles that language, culture, place and heritage play in shaping identity and in giving direction and meaning to life.

Belize Tropical Ecosystems (200 course level) (4 credits)

In this field-based ecology course, students explore with experts forest, stream and near-shore marine environments—coral reef, mangrove, and sea grass—in Belize. In addition to studying these various ecosystems, this class is also designed to help students scientifically reach a broad understanding of global environmental issues. (IS Creation: Lab Science, Biology major/minor, or general elective)

Belize Internship Elective (2 credits)

Internships in Belize allow students an extended period of time (two weeks) to engage with local topics and issues—to take knowledge and skills they are developing in their experiences and coursework both in Belize and in courses prior to Belize and begin acting upon them. In the past, students have had internships in tropical organic agriculture, conservation, community development, ecotourism,

healthcare, traditional medicine, community health, education and even local government. Internships are set up based on the interests and backgrounds of the students with many different organizations CCSP has developed relationships with over the years. During this 80-hour internship experience, students stay with Belizean homestay families, where they are able to gain greater perspective on Belize and develop lasting relationships. (Internship or general elective credit)

International Business Institute

Affiliated Off-Campus Opportunity (11-week summer program)

The International Business Institute is designed to give students in economics, business management and related areas a distinctive opportunity for a term of study that incorporates the international dimension of these fields in an experiential context overseas. The program is 10 weeks in length and includes periods of residence in key locations as well as coordinated visits and presentations in the major political and economic centers of Russia, the European Union, India and China.

Students are generally eligible after the successful completion of their junior year. Under certain circumstances, sophomores and graduating seniors will be considered for admission. (Prerequisites: One year of economics, both micro and macro elements; one course in accounting or finance; one course in management; one course in marketing)

Course Descriptions

IBI-331 Comparative Economic Systems (3 credits)

A survey of the major economic systems, including the underlying ideological foundations and institutional arrangements. The major theoretical aspects of various types of systems are covered in terms of political economy and their central organizational features. Special attention is given to changes and developments in the former Soviet Union and Eastern Europe. The European Union is covered in depth along with the major Asian economies of China and Japan.

IBI-339 Global Marketing (3 credits)

The theory and practice of contemporary global marketing management. The context or environment of international marketing management is covered along with the task of marketing within a variety of national and cultural markets. Major topic areas included in this course are the global marketing environment; global market research, including market entry and product planning; and marketing strategy in a global context. Assigned projects will involve students in global marketing research and analysis as well as case studies.

IBI-350 International Trade and Finance (3 credits)

A survey of the analytical and institutional aspects of international trade and finance. The historical and contextual elements are the foundation for the examination of current theoretical and empirical approaches to international economic and financial relations. Major areas of emphasis include international finance, international trade and regional economic integration. Special attention is also given to the issues of globalization and the problems of economic development.

IBI-357 Global Business Strategy (3 credits)

This course is intended to integrate the field experiences and presentations by guest faculty and practitioners in the area of international business management with the reading and academic work including the recent developments and literature in this field. Students will be expected to prepare analytical reports on the various firms and institutions visited on the field seminar. Major topics covered in this course include the role of the multinational firm in the global economy, international and global business strategy, cultural adaptation and organizational behavior in the global firm. The discussion of

ethical values and issues in global management will also be included in this course as well as in the other courses.

National Outdoor Leadership School (NOLS)

Affiliated Off-Campus Opportunity

The National Outdoor Leadership School (NOLS) has been the leader in wilderness education since 1965. At NOLS, you will learn technical outdoor skills, leadership and environmental ethics in some of the world's wildest and most awe-inspiring classrooms. With courses ranging from 10 days to a full academic year, we attract highly motivated students who want to learn how to lead.

Additional Off-Campus Opportunities

The college also has affiliation agreements with other institutions and organizations to provide further study abroad opportunities ([see the list below](#)). These programs permit students to study in Europe, Russia, Asia, China, Latin America and Africa. Services provided by the Off-Campus Studies office assist students in program selection and preparation for departure with advice on visas, passports, immunizations, cultural adjustment and re-entry. Financial aid may be reduced or not be possible with participation in some study-abroad programs.

Tabular Listing of Off-Campus Opportunities

Houghton Opportunities	HC Catalog Courses	Grades on Transcript	HC Fin Aid Awarded	Qualifies Mayterm
Houghton Honors: London	Yes	Yes	Yes	Yes
Houghton Honors: East Meets West	Yes	Yes	Yes	Yes
Go-Ed (Africa and Mekong)	Yes	Yes	Yes	Yes
Houghton in Tanzania	Yes	Yes	Yes	Yes
Council for Christian Colleges & Universities	HC Catalog Courses	Grades on Transcript	HC Fin Aid Awarded	Qualifies Mayterm
American Studies (Washington, DC)	Yes	Yes	No	No
Australia Studies Centre	Yes	No	No	No
China Studies	Yes	Yes	No	No
Contemporary Music Center	Yes	Yes	No	No
LA Film Studies (Los Angeles)	Yes	Yes	No	No
Latin American Studies (Costa Rica)	Yes	Yes	No	No
Middle East Studies	Yes	Yes	No	No
Oxford Scholar's Semester	Yes	No	No	No
Oxford Summer School	Yes	Yes	No	No
Uganda Studies Program	Yes	No	No	No
Affiliated Opportunities	HC Catalog Courses	Grades on Transcript	HC Fin Aid Awarded	Qualifies Mayterm
AuSable Institute of Environmental Studies	Yes	Yes	No	No

Chez Vous	Yes	Yes	No	No
CCSP (Creation Care Study Program)	Yes	Yes	No	No
International Business Institute	Yes	Yes	No	No
NOLS (National Outdoor Leadership School)	No	No	No	No
Oregon Extension	No	No	No	No
Rochester Area Colleges	No	Yes	N/A	No
WNYHE Consortium	No	Yes	N/A	No
Study Abroad (Transfer Credits)	HC Catalog Courses	Grades on Transcript	HC Fin Aid Awarded	Qualifies Mayterm
BCA Study Abroad	No	No	No	No
Budapest Semester in Mathematics	No	No	No	No
Spanish Studies Abroad	No	No	No	No
Central College Abroad (IA)	No	No	No	No
Christian College Consortium Visitor	No	No	No	No
Daystar University - Kenya	No	No	No	No
Laval Language Institute (QB)	No	No	No	No
Trinity Christian (Seville, Spain)	No	No	No	No

Student Life Information

Student Life

Houghton College “prepares students to live and lead as change agents in our world.” How exactly does this take place? As conceived historically, a liberal arts education occurs both inside and outside the classroom. At Houghton College, faith and character development are foundational to this process. Our community of faith and learning includes supporting, celebrating and sharpening one another. The Houghton College experience is one of academic challenge, spiritual vitality and interpersonal connectedness. The typical Houghton student studies hard but also serves, gets involved in co-curricular campus activities, participates in intramural sports and forms lifelong friendships through clubs, athletic teams, fine arts performances and residential living. The members of the Department of Student Life encourage this comprehensive student experience through educationally purposeful programming and serve alongside students as we continue to become the persons God created us to be. As students live, learn, grow, play, participate and pursue vocational calling, it is our hope that they become truly liberally educated.

For a complete listing of Student Life Policies, see the. [Student Guide](#).

Counseling Services

The Counseling Center at Houghton College provides personal counseling to all students desiring these services. The Center has professionally trained counselors to help you with high stress levels, loneliness, depressed or sad mood, lack of concentration, poor eating habits, difficulty adjusting to new surroundings, relationship problems, and worries about all of these and other things. Appointments can be made to meet with a counselor by visiting the Center located on the first floor of the Campus Center. Counseling services are confidential. For more information, please visit the [Counseling Center website](#).

Vocational Opportunities and Career Advising (VOCA)

Located in the Fleming-Farver VOCA Center, the VOCA Center helps students and alumni explore their vocational calling and develop their market readiness. For more information, please view the [VOCA website](#).

Intercultural Students Office

The Intercultural Student Programs Office is devoted to helping missionary kids, “third culture kids” and international students have a successful experience at Houghton. Call today at 800-777-2556 for more information. Please visit the [Intercultural Student Programs website](#) for additional information.

Residence Life

Houghton College is a distinctively residential community. Most students, faculty and staff live, learn, work and worship within the tranquil setting of the village of Houghton. The residence life experience is a significant and integral aspect of the educational process. Residence life, together with classroom, chapel, co-curricular activities and general campus interaction, provides an immediate setting for students to examine new or different perspectives, ideas and attitudes. For more information, visit the [Residence Life website](#).

Safety and Security

The Houghton College Safety and Security Office is located on the first floor of the Campus Center. An officer is on duty 24 hours daily and can be reached by dialing 585.567.9333. Office hours are 8 a.m. to noon Monday through Friday on class days.

For all fire, ambulance or police emergencies, call 911.

Safety and Security Mission Statement

The Department of Safety and Security will serve our college community by promoting...

- Our mutual responsibility for campus safety
- Protection of campus property
- Plans to prevent crime
- Enforcement of college policies and the law

Campus Law Enforcement

The Safety and Security personnel of Houghton College are uniformed officers employed by the college to protect Houghton College personnel and property. These officers have the authority to require identification, issue parking citations and sign complaints with local and state police on behalf of Houghton College. They are on duty 24 hours a day every day of the year.

Vehicle Registration/Parking

Student-owned or -operated vehicles must be registered at the Safety and Security Office as soon as they are brought to campus. A parking policy established by the Student Government Association and the Student Life Council is in effect. This policy is provided upon request or upon registering a vehicle. Vehicles without proper registration are subject to fines. Repeat offenders may have their vehicle immobilized or towed at the owner's expense. All freshman and sophomore residents are required to park in the Fire Hall parking lot on Route 19. Juniors and seniors may explore further parking options by inquiring at the Safety and Security Office.

Regular permit fees vary in price from \$30 to \$150 per year. Permits are available on a per-semester basis at a slightly higher per-year cost. Temporary permits for the Fire Hall lot will be issued free for the first week and \$10 per week thereafter. These fees help defray the cost of parking lot maintenance.

The college does not assume liability for vehicles on college property, regardless of cause (including vandalism and parking lot conditions).

Firearms, Weapons and Fireworks

The following items are considered weapons that must be stored in the Safety & Security Office **immediately** upon their arrival on campus. They can then be checked out for appropriate use:

- Any weapon powered by pump action, including any BB gun
- Any weapon powered by compressed air or CO₂ cartridge including all paint ball guns
- Any firearm, including black powder weapons
- Any blowgun or similar weapon
- Any type of bow (archery)
- Any martial arts weapon (i.e., nun-chuks, throwing stars, throwing knives, etc.)

- Any knife with a blade three (3) inches long or longer
- Any knife with a double-edged blade
- Any other item that may be deemed dangerous at the discretion of the Office of Safety and Security

Fireworks are not allowed on campus unless approved for a particular event. Students may not possess fireworks of any kind.

Illegal Activity

Policy for Reporting Criminal Actions or Other Emergencies:

Each student and employee of Houghton College is expected to promptly report any criminal actions or other emergencies to the appropriate authorities. The Campus Safety and Security Office, Houghton Volunteer Fire Department and Houghton College Maintenance Department, as appropriate, will take immediate action to respond.

Residence hall directors or assistants act as the point of contact for all emergencies occurring within their residence hall. Appropriate authorities will act immediately on any report of criminal action or other emergencies; investigate, categorize and report on each instance; and involve outside police agencies as appropriate.

Building Hours

Pertinent building hours follow:

The Campus Center is open 5:30 a.m. until 3:00 a.m.

The academic buildings (Science, Chamberlain Center, Music, Stevens Art Studio and Wesley Chapel) are open 7:00 a.m. till midnight Monday through Saturday and 5:00 PM till midnight on Sunday.

The Kerr-Pegula Fieldhouse and Nielsen Physical Education Center also have limited Sunday hours.

The above hours are maintained when the college is in session. During breaks, these facilities will have limited hours if they are open at all.

Securing Personal Belongings

Students are encouraged to keep valuables on their person or locked away at all times. Over 90% of thefts at Houghton are the result of valuables being left unattended. To minimize the risk of theft, keep student residences locked when unoccupied.

Students are strongly encouraged to check their parents' homeowner's insurance policy to confirm that their belongings are covered at college. This is usually a relatively inexpensive rider. College insurance covers only college property.

Pedestrian Safety

The sidewalks of Houghton College are intended for pedestrians. While alternate, non-motorized forms of transportation (such as bicycles, skates, longboards, skateboards and scooters) are also permitted, the following procedures are in place for the safety of all:

- Pedestrians have the right of way on all sidewalks and paved paths. Those using bicycles, skates, longboards, skateboards or scooters should exercise caution near pedestrians, including announcing their presence when coming from behind and going slowly when coming around buildings or into other limited visibility areas.
- Cars and other motorized vehicles (aside from emergency and authorized vehicles) are not permitted on campus sidewalks at any time.
- Houghton College will occasionally allow trick riding in limited areas at the discretion of the Safety & Security Office. Permission for trick riding must be requested at least two business days in advance.
- Bicycles, skates, longboards, skateboards and scooters are not permitted to be used inside college buildings.
- While vehicles are required by law to yield for pedestrians in crosswalks, it is important that pedestrians continue to exercise extreme caution. This is especially true on Centerville Road, at the confluence of several roads and crosswalks. The steep grade of the road, combined with limited visibility and the possibility of slippery conditions, can be very dangerous.
- Riding in the dark should be done only with extreme caution. New York State law requires that bicycles have a light, not just reflectors, for use after dark.
- The road between the Fancher Building and Rothenbuhler Hall is closed to all foot traffic. This hill is extremely dangerous for pedestrians due to limited visibility for drivers and the lack of shoulders on the roadside. Pedestrians (including runners) should use the footpath adjacent to Rothenbuhler Hall.
- For safety reasons, running along Route 19 should be done with caution. Students should run with a companion or in groups (single file for safety) and preferably with reflective clothing.
- The following campus locations are for pedestrian use only. For safety reasons, bicycles, skates, longboards, skateboards and scooters should be walked through these areas:
 1. Arcade (tunnel) through the Center for the Arts
 2. Walking path between Stevens Art Studios and Centerville Road
 3. Walking path from the Campus Center to Rothenbuhler (including past the Rothenbuhler bridge and the path toward the Fire Hall parking lot)

Spiritual Life

Spiritual Life at Houghton is designed to create a rhythm of biblically based worship practices that sustains our life together and helps students, faculty and staff encounter God and live deeply Christian lives.

The main conduit for this is chapel. Chapel meets Mondays, Wednesdays and Fridays from 11:05 to 11:45 a.m. Students, faculty and staff join together to worship through various types of song and hearing the Word of God read and preached. Speakers come from both on and off campus, and the music is quite varied, ranging from traditional hymnody to our chapel house band to gospel music to contemplative piano/guitar/cello music. Students are required to attend 2/3 of chapel services, but we encourage students to attend them all as a way of building reflection and worship into their day.

In addition, every day that classes meet, we have morning prayer at 8 a.m. and evening prayer at 4:45 p.m. During morning prayer, we read Old and New Testament Scriptures, sing a hymn and pray. In the evening, we sing a song, offer a prayer of confession and read the Word together. MercySeat, a student-

led service of acoustic praise and worship music as well as Scripture reading, meets at 8 p.m. every day classes are in session. Morning and evening prayer and MercySeat are entirely optional.

Between the four services, there are 504 opportunities to gather for corporate worship every academic year in Houghton. Those who involve themselves often grow spiritually in significant ways.

On Sunday night, Koinonia (another student-led service of praise and worship music) meets.

Each year, Spiritual Life holds a few special events:

CLEW (Christian Life Emphasis Week) meets during the second week of classes during the fall semester. The purpose of CLEW is to help us engage and grow spiritually.

The Faith and Justice Symposium is held in late September and encourages us to think about how our faith intersects with global issues.

New Vision Week is run by students in the student organization Global Christian Fellowship, usually in late October. We hear missionaries from around the world talk about what God is doing through missions work.

During the third week of the spring semester, **Praxis** week helps us think through a particular theological issue and how it impacts our life together in Houghton. In the last few years, themes have included “feasting and fasting,” “solitude and community” and “freedom and responsibility.”

In addition, regular church attendance and participation in the life of a church community are strongly encouraged!

Student Health Services

The mission of the Student Health Center (SHC) includes the treatment of illnesses and injuries and the promotion of health and wellness in an environment that reflects the love and compassion of Christ.

The SHC staff desires to help students in any way possible in order to support them during their time here at Houghton. We hope that students who have health concerns will feel free to come by and speak with us. It is a privilege to serve students in this place, and we always appreciate suggestions as to how we can do it better.

Location

The SHC is conveniently located in the lower level of Gillette Residence Hall and can be accessed from the parking lot next to the Campus Center. It is staffed by registered nurses and an on-site physician and is open Monday through Friday, 8:30 a.m. to 5 p.m.

Services

Services available at the SHC include unlimited access to our nursing staff while the SHC is open for the assessment and treatment of minor illnesses and injuries. Allergy injections, administration of immunizations, phlebotomy and daily medication delivery from the local pharmacy are also part of the services offered at the SHC. Appointments can be made with the college physician as needed following a nursing evaluation. Same-day appointments can usually be accommodated. All onsite nursing and physician services (with the exception of admission physicals) are covered through an annual health fee. Charges for medications, laboratory testing, radiology and other ancillary or off-site services are billed to

the student's insurance company by the providing facilities, and fees for those services, therefore, may apply, according to the terms outlined in an individual's insurance plan. Referrals are made to local physicians, area specialists or ER/hospital as needed.

After Hours

When the SHC is closed, students with emergent health needs should contact 911. If the issue is not life threatening, questions should be directed to Residence Life Staff (RA, RD) who have a list of contacts that can be used if needed to assist in decision making.

Insurance Policy

Houghton College requires that all students taking at least 12 hours of credit provide proof of health insurance coverage. The college makes a reasonably priced, limited benefit Accident and Illness Policy available to students who do not have insurance coverage otherwise. The college operates under an "opt out" policy, meaning that students will be automatically enrolled in the college-negotiated plan (and the charge for such will be applied to their student account) *unless* they submit a waiver providing information regarding alternate insurance coverage. Because a person's insurance coverage may change periodically, a waiver must be submitted *each year* before matriculation can occur. The college accident insurance is mandatory for all intercollegiate athletes and is an option for all other students. The SHC staff is available to answer questions and to assist in the filing of claims if needed.

Medical Leave

If a student has a medical condition (physical or psychological) that interferes with that student's ability to perform academically or if that student's behavior/condition is such that other students are being hindered in their academic/living environment, a medical leave from the college may be granted. Such leave is granted by the Dean of Students. This is not a disciplinary action, and students given medical leave are encouraged to return to the college to continue their studies as soon as they are able to do so. An evaluation may be required to ascertain whether the behaviors/conditions that warranted the granting of the leave have been sufficiently addressed.

Immunization Requirements

In keeping with New York State's stringent Public Health Law, all students are required to provide documented proof of immunization (two doses of vaccine) or immunity (by bloodwork) to measles, mumps and rubella. In addition, state law requires that a waiver form be completed with regard to the meningococcal vaccine indicating a specific choice to either receive or decline the immunization. The SHC strongly recommends that students living in the dormitories receive this vaccine. An up-to-date tetanus/diphtheria immunization is also required. TB testing is recommended but is left to the discretion of the student's physician based on risk profile. Hepatitis B immunization is recommended. In addition to the immunization records, an admission physical/health form is required to be submitted prior to the beginning of classes. Failure to meet these requirements may result in being restricted from attending classes.

Student Activities Office

Exploring, competing, serving, playing, climbing and worshipping: Students in Houghton's unique setting augment their central educational experience through participation in a vibrant community life. The Student Activities Office seeks to enrich the student experience through a various means. Some of our activities encourage service, some contribute to the educational mission of Houghton College and others

are for pure fun. Students have the opportunity to cultivate their leadership skills; participate in cultural, athletic, co-curricular and spiritual opportunities; and join or lead one of 30+ campus clubs and organizations (see below). In addition to a wide variety of options, Houghton's 1,300 acres of woodland offer rich opportunities for exploring on horseback, cross-country skis and hiking trails. Our ropes and initiatives course is used for physical education and leadership development and draws visitors from around Western New York.

Our rural location both contributes to and necessitates one of the greatest distinctives of our students' experience: a dynamic residential campus community. It is the goal of the Student Activities Office to offer and oversee a comprehensive and vibrant array of experiences and opportunities that reflect the ethos of our academic community.

Campus Activities Board (CAB)

Coordinated by the Student Activities Office, CAB works with groups across campus to coordinate a wide array of quality on-campus entertainment reflecting the Christian character and geographic setting of our community.

Campus Center

The Van Dyk Lounge is first and foremost for the use and enjoyment of Houghton College students, employees and alumni. The Campus Center lower level has foosball games, pool and table tennis that are available for college student use.

Clubs and Organizations

While academic excellence is emphasized at Houghton, we realize the importance of students being involved in activities to complement their classroom education. Clubs and organizations provide opportunities for students to explore their interests and take leadership roles. By being involved in co-curricular activities, students begin to clarify career goals and understand how their education can be translated into action.

Student Government Association (SGA)

The SGA, under the leadership of its officers and through its various working committees, provides an opportunity for students to become directly involved in campus decision making. In addition, its members attempt to resolve campus problems and serve as a communication channel between student organizations and faculty, staff and administration. The SGA creates an atmosphere for the discussion of campus issues that contributes to the growth of each member of the student body.

Student Clubs and Organizations

American Choral Directors Association - works to promote choral singing and helps to organize the development of choral groups of all types in schools and churches and on campus.

Allegany County Outreach - provides opportunities for students to share the love of our Savior, Jesus Christ, with children throughout our county through establishing and maintaining friendships. The "big brother/big sister" program is designed to foster relationships between college students and the children of Allegany County. This program includes group events and parties as well as one-on-one involvement of students with their little "brothers" and "sisters." College facilities and cultural events are also available through invitations to eat together on campus and attend athletic events, plays and religious programs.

Artist's Guild - fosters an appreciation of the visual arts and their effect on our lives through use of the Chapel Gallery, art displayed in the Coffee House, museum excursions, film showings and communication with local artists.

Black Heritage Club – enriches the campus through providing events to celebrate cultures represented on campus.

Climbing Club - provides a safe, Christ-oriented atmosphere where climbing, leadership, encouragement and hard skills are developed and promoted both in the gym and on off-campus trips.

The Environmental Club - works to encourage awareness and action on campus for environmental issues.

Encore – a student-run theater club open to everyone, produces several shows and theatrical events each year, including skits, one-act plays and full-length productions. Encore also strives for variety in its play selection, performing shows from many different time periods and countries.

Equestrian Society - aims to create a Christian environment in which equestrian students work together to increase public awareness of their curriculum and its services and to enhance opportunities for students and community members.

Gadfly Society - aims to provide a forum for voluntary co-curricular endeavors of interest to philosophy majors and minors and other philosophically minded persons and to promote awareness of the relevance of philosophical perspectives to issues.

Global Christian Fellowship - aims to bring the community and campus to a greater understanding of and commitment to their place in God's mission for this world.

Gospel Choir – enriches our campus by helping students express our Christian heritage through multicultural fellowship, celebrating the richness of gospel music. Our purpose is geared not only toward entertainment but also to expose the student body, faculty and staff to this style of worship and praise.

Imitators of Christ - promotes nurturing relationships between students and community members for the spiritual growth of those involved.

Intercultural Student Association - promotes cultural awareness on campus and aids in the cultural adjustment of international students, third-culture kids and American-born minorities.

Journey's End Tutors - Houghton students are partnered with refugees who are new to the country through Journey's End Refugee Services. Volunteer students spend a few hours with refugee families for eight Saturdays each semester. They help these families, especially the children, to learn English as well as some life skills and to acclimate to the American educational system.

MercySeat Ministries - In submission to the Holy Spirit and the Word of God, MercySeat ministries seeks to encourage people to passionately pursue God both corporately and individually.

Music Educators Club - acquaints students with the rewards and challenges of music and its teaching in contemporary society and provides information, resources and exposure to students for professional expertise.

Paddle Sports - seeks to provide recreational opportunities for students that will enhance their college experience.

Psi Chi - a psychology honor society that provides students with learning experiences, work opportunities and summer opportunities in the field of psychology and encourages students to view psychology with a Christian perspective.

Psychology Club - seeks to encourage students to integrate psychology and the Christian faith, provide learning experiences that will be educationally illuminating and help prepare students for a future in psychology.

Gold Bar Club (ROTC) - Houghton College Army ROTC is dedicated to training the future leaders of the United States Army as well as training good leaders for Christian service. Army Reserve Officer Training Corp (ROTC) is open to all Houghton College students without a commitment to the U.S. Army for the first two years. After two years (junior academic status), it is necessary to make a decision whether or not to serve in the U.S. Army.

Salvation Army Student Fellowship - seeks to encourage spiritual growth and commitment to Christian service.

Sigma Zeta - a math and science honor society that encourages and fosters the attainment of knowledge in the natural and computer sciences and mathematics and recognizes the attainment of high scholarship among those in membership.

Ski Club - provides opportunities to novice and experienced skiers throughout Western New York.

Society for Human Resource Management (SHRM) - Houghton College Chapter - aims to provide students with the opportunity to gain knowledge and insight into the effective management of personnel in the field of Human Resource Management through affiliation with the Niagara Frontier Chapter of the SHRM and the National SHRM organization.

Sociology Club - open to any student interested in sociology. It provides learning experiences and service opportunities and informs students of career opportunities and summer opportunities in the field of sociology.

Teachers for Today and Tomorrow - As scholar-servants, we aim to share God's love by building a support system within the local education community to inform current and future education students about the rewards and challenges of the teaching profession.

Youth for Christ - works to communicate the life-changing message of Christ to every young person in the county through evangelism with the intent to bring the spiritual salvation of Jesus Christ to the youth of the Southern Tier and to encourage and foster spiritual growth in the tenets of Christianity. Students provide leadership, counsel and organization for Youth for Christ - Campus Life clubs.

Young Life - a relational outreach to kids with the message of love and forgiveness of Jesus Christ. Young Life is based on the idea that we, as Christians, need to go on their turf, to go where the kids are. When doing this, we attempt to build relationship with high school students (Young Life) and junior high students (Wyld-life) so that we might earn the right to be heard by them. The goal of this ministry is to introduce kids to Jesus and get them involved in their local church.

Residence Halls

- Gillette Event Planning Committee
- Lambein Event Planning Committee
- Rothenbuhler Event Planning Committee
- Shenawana Event Planning Committee
- Townhouse Leadership Council

Publications

- *Boulder* (Yearbook)
- *Drawing Board* (Student Comic Publication)
- *The Lanthorn* (Literary/Art publication)
- *STAR* (Student newspaper)

Other Opportunities for involvement

Artist Series - The Houghton College Artist Series features nationally and internationally known artists, groups and productions that vary from year to year.

College Choir - The College Choir is composed of students chosen for musical and vocal competence by audition. Concerts are given each year, including an extended tour during spring break. The choir rehearses daily.

Houghton College Symphony - The Houghton College Symphony is made up of qualified instrumentalists. Representative selections of classical, romantic and modern literature are performed. Membership is by audition and permission of the conductor.

Houghton College Wind Ensemble - The Houghton College Wind Ensemble provides students with the opportunity to perform significant symphonic band literature. Concerts are performed on and off campus. Membership is open to advanced wind and percussion players and is by audition and permission of the conductor.

Faculty Listing

Endowed and Honorary Chairs:

Mabel Barnum Davidson Distinguished Professor in Fine Arts

The Mabel Barnum Davidson Distinguished Professor in Fine Arts award was established in 1973 to celebrate and honor faculty members who show evidence of professional growth and development, demonstrate ability as effective teachers and provide a clear statement and evidence of personal application of the philosophy of Christian liberal arts. The awardee is nominated from among colleagues and approved by the members of the area. The award carries with it a medallion to be worn at official convocations.

The Mabel Barnum Davidson Distinguished Professor in Fine Arts for 2014-2017 is Professor Theodore J. Murphy.

Robert I. Davidson Distinguished Professor in History & Social Science

The Robert I. Davison Distinguished Professor in History and Social Science award was established in 1973 to celebrate and honor faculty members who show evidence of professional growth and development, demonstrate ability as effective teachers and provide a clear statement and evidence of personal application of the philosophy of Christian liberal arts. The award carries with it a medallion to be worn at official convocations.

The Robert I. Davidson Distinguished Professor in Fine Arts for 2014-2017 is Professor Ronald J. Oakerson

Horne-Blanchard Chair in Music

The Horne-Blanchard Chair in Music was established in 2014 through a generous gift from Dr. David and Mrs. Allene (Horne) Blanchard to honor and celebrate the gifts of music and teaching. Mrs. Blanchard, a music major at Houghton, graduated as a member of the class of 1957. A life-long pianist and teacher, Mrs. Blanchard wanted to help others have the opportunity to study with gifted faculty as she had. The award carries with it a medallion to be worn at official convocations, funding for the faculty member's salary and additional funding to use in the pursuit of academic excellence.

The Horne-Blanchard Chair for 2014-2019 is Professor William J. Newbrough.

Hoselton Chair of Private Enterprise & Ethics

This honorary chair was created with the intention of promoting thoughts and dialogue on the value and benefits of free markets and the importance of a moral foundation for the effective functioning of free markets. Potential topics are broad, and proposals that examine faith integration, social justice issues, moral and ethical perspectives, and global issues are especially encouraged. The award carries with it a medallion to be worn at official convocations and a small stipend for the named individual.

The Hoselton Chair for 2014-2017 is Professor Robert A. Black.

Alan and Florence Johnson Distinguished Chair in Health Sciences

In appointing this distinguished chair, we look for evidence of excellence in the field of study, extraordinary investment in teaching and mentoring, and mature leadership and service to the disciplines in the health sciences. In this award, we celebrate distinguished contributions to a Houghton education in a truly interdisciplinary field. The faculty member must be someone who has not only

depth of expertise in a contributing discipline but the ability to contribute strongly to conversations among the multiple fields that serve students preparing for careers in health sciences. Also, in an era when careers in health sciences increasingly bring practitioners face to face with difficult ethical questions, this distinguished chair acknowledges the importance of professors who can guide students in exploring deeply Christian responses to issues in the Health Sciences of our time. The award carries with it a medallion to be worn at official convocations.

The Alan and Florence Johnson Distinguished Chair in Health Sciences beginning in 2014 is Professor Karen E. Torraca.

[The Moreland Chair in Biology](#)

This honor is extended to a member of the natural science faculty who best exemplifies the standard of academic excellence set by Dr. Moreland. Nominations are made from among faculty members who submit a proposal for research or writing projects and approved by members of the academic area. This award carries with it a medallion to be worn at official convocations and an endowed stipend for research in collaboration with students.

The Moreland Chair for 2014-2016 is Associate Professor Aaron M. Sullivan.

[Van Gordon Chair in Communication and Writing](#)

The Van Gordon Chair was established to honor eligible faculty members whose primary responsibility in communication or writing is to engage in projects that benefit or enhance one or more of the following: The faculty member's professional development, the instruction and quality of the communication and/or writing majors, cooperation and coordination between those programs, and public awareness of Houghton College. The award is chosen from among proposals submitted by eligible faculty members and approved by members of the academic area and the Faculty Development Committee. The award carries with it funds relevant to the project proposal.

The Van Gordon Chair for 2015-18 is Professor Laurie A. Dashnau.

Current Faculty

Kurt M. Aikens

(2014)

Assistant Professor of Physics

BS, Houghton College, 2009; MS, PhD, Purdue University College of Engineering, 2010, 2014

A. Cameron Airhart

(1987)

Professor of History; Dean of Houghton Buffalo

BA, Northwest Nazarene College, 1976; MA, PhD, University of California (Santa Barbara), 1979, 1985

Laura Alexeichik

(2011-2012; 2015)

Interim Assistant Professor of Recreation

BS, Houghton College, 2001; MEd, Westminster College, 2008; PhD, Indiana University (2015)

Janet Allen (2016)

(Interim) Visiting Assistant Professor of Linguistics

BA, Trinity College, 1993; MA, University of Illinois (Chicago), 1997; PhD Heinrich Heine University, Dusseldorf, 2011

Brandon Bate

(2014)

Assistant Professor of Mathematics

BA, Houghton College, 2004; MA, Boston College, 2007; PhD, Rutgers University, 2013

Kenneth J. Bates

(Spring 1989)

Associate Professor of Business; Chair, Department of Business & Economics; Senior Professional in Human Resources

BS, Houghton College, 1971; MBA, Loyola College, 1980

Gary Baxter

(1979-1982, part-time; 1982)

Professor of Art

BA, SUNY College at Geneseo, 1983; MFA, Rochester Institute of Technology, 1985

Wendy R. Baxter

(2007)

Counselor; Assistant Professor

BA, Houghton College, 1978; MSW, SUNY Buffalo, 1996

Jason Bintz

(2015)

Assistant Professor of Applied Mathematics

BA, Covenant College, 2003 MDiv, Gordon-Conwell Theological Seminary, 2008; MS, University of Tennessee, 2013; PhD, University of Tennessee (anticipated 2015)

Robert A. Black

(1991)

Professor of Economics; Hoselton Chair (2014-2017)

BA, West Virginia Wesleyan College, 1972; MA, PhD, West Virginia University, 1979, 1984

Andrea N. Boon

(2006, part-time)

Assistant Professor of Recreation; Co-Chair, Department of Sport, Recreation & Wellness

BS, Houghton College, 2000; MS, SUNY Brockport, 2008

David A. Brubaker

(2006, part-time)

Assistant Professor of Biology; Director of Health Services; College Physician

BS, Houghton College, 1990; MD, SUNY Health Science Center, 1994

Deborah S. Bruce

(2013)

Assistant Professor of Literacy Education

BA, Otterbein College, 1989; MAT/MAT/PhD, Kent State University, 1992, 1993, 2012

William Burrichter

(2016)

Director of Counseling Services

BA, Houghton College, 1992; MS, Villanova University, 1997; Primary Training Certificate/Rational Emotive Behavior Training and Techniques, Albert Ellis Institute, 1999; PhD, Walden University, 2006

Jonathan P. Case

(2005)

Professor of Theology

BA, MA, Southern Nazarene University, 1983, 1986; MDiv, Nazarene Theological Seminary, 1989; PhD, Luther Seminary, 1995

Naomi L. Christensen

(2015)

Instructor of Accounting

BS, Houghton College, 2008; CPA, Washington State

Martin J. Coates

(2007 part time; 2013)

Assistant Professor of Education and Field Placement Coordinator

AAS, Genesee Community College, 1987; BS, MA, State University of New York at Brockport, 1993; 2004

Marlene G. Collins-Blair

(2005)

Associate Professor of Spanish; Associate Dean of Distance Education

BA, MPhil, PhD, University of the West Indies, 1997, 1999, 2005

Judy A. Congdon

(1991; 2016 part time)

Professor of Organ

BMus, Wheaton College, 1975; MMus, University of Colorado, 1977; Diploma, Hochschule fuer Musik, Frankfurt/Main, Germany, 1979; MA, DMA, Eastman School of Music, 1990; DWS, Robert E. Webber Institute for Worship Studies, 2013

Ryann Cooley

(2013)

Associate Professor of Digital Media and Photography

BA, Brooks Institute of Photography, 1993; MFA, School of Visual Arts (New York), 2012

Amanda Young Cox

Instructor of Voice

BMus, Houghton College; MMus, University of Miami

Ken Crane

Instructor of Trombone; Director of Jazz Activities

BMus, Nyack College; MA Teachers College, Columbia University

Laurie A. Dashnau

(2000)

Professor of English; Van Gordon Chair in Communication and Writing (2015-2018)

BA, Nazareth College, 1987; MA, PhD, Miami University of Ohio, 1989, 1996

Marcus W. Dean

(2003)

Associate Professor of Intercultural Studies; Chair, Department of Intercultural Studies; Director of Off-Campus Studies, Associate Dean for Religion and Global Service

BA, Indiana Wesleyan University, 1981; MDiv, ThM, Asbury Seminary, 1987, 1988; PhD, Trinity Seminary, 2001

Sarah B. C. Derck

(2012)

Assistant Professor of Old Testament

BA, Indiana Wesleyan University, 1999; MA, Nazarene Theological Seminary, 2002; PhD, Nazarene Theological College University of Manchester, 2012

William R. Doezema

(1979; PT 2016)

Professor of History

AB, Calvin College, 1969; MA, PhD, Kent State University, 1974, 1978

David Drake

BA, Baptist Christian College, 1986; MA, Trinity College and Seminary, 2014

Deone Drake

BA, Baptist Christian College, 1982; MA, Liberty University, 1988; DMin, Trinity College and Seminary, 1999

Jonathan Drake

BA, Liberty University, 2008; MDiv, Liberty University, 2011

Richard K. Eckley

(1990)

Professor of Theology; Faculty Athletic Representative

BS, United Wesleyan College, 1980; MDiv, Asbury Theological Seminary, 1983; ThM, Princeton Theological Seminary, 1985; PhD, Duquesne University, 1998

Constance R. Finney

(1981-86, part-time; 1986)

Professor of Education

BA, Houghton College, 1978; MS, SUNY College at Buffalo, 1981; EdD, SUNY at Buffalo, 1994

Carlton D. Fisher

(1985)

Professor of Philosophy

BA, Marion College, 1974; MA, Western Kentucky University, 1978; MA, PhD, University of Notre Dame, 1980, 1984

Cathy E. Freytag

(2003)

Professor of Education; Associate Dean for Education and Physical Education

BS, Carson-Newman College, 1990; MA, University of Alabama, 1991; EdD, University of Central Florida, 2003

J. Thomas Fuoco

Adjunct Assistant Professor of Business Law

Douglas M. Gaerte

(1988)

Professor of Communication; Chair, Department of Communication

BS, Grace College, 1983; MA, PhD, Indiana University, 1987, 1995

Gerald Gillis

BA, University of Georgia; MDiv, New Orleans Baptist Seminary, 2000; DMin, Gordon-Conwell Theological Seminary, 2008

Deanna Hand

(2002)

Instructor of Physical Education; Athletic Trainer

BS, University of Pittsburgh, 1998; MS, University of West Florida, 2000

Benjamin Hegeman

(2006 part time)

Assistant Professor of Intercultural Studies

BA, Wilfred Laurier University, 1985; BRS, MDiv, Central Baptist Seminary & College, 1985, 1986; PhD, University of Utrecht, 2000

D. Brandon Hoffman

(2006)

Associate Professor of Physics; Chair, Department of Physics/Earth Science

BS, Northwest Nazarene University, 2000; PhD, University of California, Davis, 2007

Kim Holet

BA, University at Buffalo, 1996; MA, Liberty University, 2011

JooYoung Hong

(2013)

Assistant Professor of Education

BS, Kyungpook National University (South Korea), 2003; TESOL Cert., Sookmyung Women's University (South Korea), 2004; MS, PhD, University of Kansas, 2008, 2013

David A. Howard

(1969; 2009 part-time)

Professor of History

BA, Gordon College, 1965; MA, PhD, Duke University, 1967, 1972

Wei Hu

(1997) (*Sabbatical Spring 2017*)

Professor of Mathematics and Computer Science

BS, Zhejiang Teacher's University, 1982; MS, Hangzhou University, 1985; MS, Michigan State University, 1994; MS, PhD, University of Kentucky, 1996, 1997

Mitchell Hutchings

(2013)

Assistant Professor of Voice and Opera

BMus, Western Carolina University, 2007; MM, Florida State University, 2010; Vocal Pedagogy Certificate, University of Kentucky, 2013

Sarah Hutchings

(2013 Adjunct; 2015 Tenure Track)

Assistant Professor of Music Theory and Composition

BMus, Western Carolina University School of Music, 2007; MMus, Florida State University College of Music, 2010; DMA, University of Cincinnati Conservatory of Music, 2013

David M. Huth

(2006)

Associate Professor of Visual Communication and Media Arts

BA, Houghton College, 1991; MFA, Rochester Institute of Technology, 2005

Lori L. Huth

(2004) (*Sabbatical Fall 2016*)

Associate Professor of Creative Writing

BA, Houghton College, 2000; MA, SUNY University at Buffalo, 2001

Sandra D. Johnson

(2000)

Assistant Professor Physical and Health Education; Co-Chair, Department of Sport, Recreation & Wellness

BS, Houghton College, 1999; MEd, University of Akron, 2000

Sharon L. Johnson

(2004)

Associate Professor of Piano; Accompanying & Ministry Team Coordinator

BMus, MM, University of North Carolina, 1983, 1985; DMA, University of Minnesota, 2004

Jill E. Jordan

(2009; 2014 part time)

Assistant Professor of Mathematics

BA, Houghton College, 1999; MA, PhD, BrynMawr College, 2002, 2005

J. Michael Jordan

(2009 part time; 2013)

Dean of the Chapel and Assistant Professor; Chair, Department of Biblical Studies, Theology and Philosophy

BA, Houghton College, 1999; MDiv, Eastern Baptist Theological Seminary, 2002; PhD, Drew University, 2009

Pil Joon Kim

(2015)

Assistant Professor of Business Administration

BBA, MBA, PHD doctoral coursework, Soongsil University, 1995, 1998, 2002; MS, PhD Candidate, Illinois Institute of Technology, 2007, 2015 pending

David Kinman

(2008)

Associate Professor of Spanish; Chair, Department of World Languages and Literatures

BA, Geneva College, 1973; MA, Indiana University of PA, 1977

Eli J. Knapp

(Spring 2009)

Associate Professor of Intercultural Studies

BS, Houghton College, 2000; MS, University of California-Santa Barbara, 2003; PhD, Colorado State University, 2009

Ryan Kozey

BA, MA, Bowling Green University; PhD, University at Buffalo 2008; MA, Liberty University, 2015

Margaret Kuhl

Instructor of Voice

Janette LaBarre

(2015)

Interim Instructor of Instrumental Music

BS, MMus, Roberts Wesleyan College, 2007, 2009

Kristina LaCelle-Peterson

(2001)

Associate Professor of Religion

BA, Houghton College, 1982; MDiv, Gordon-Conwell Theological Seminary, 1987; MPhil, PhD, Drew University Graduate School, 1992, 2001

Daryl Largis

BS, Montana State University; MA, Liberty University, 2011

Michael D. Lastoria

(1982; 2015 part time)

Senior Counselor

BS, Rutgers University, 1970; MS, University of Nebraska (Omaha), 1974; EdD, Loyola University (Chicago), 1982; Clinical Internship, Marriage and Family Therapy, University of Rochester, 1987-1992; Clinical Member, American Assoc. of Marriage and Family Therapists

David B. Lewis

(1993)

Associate Professor; Head Women's Soccer Coach; Athletic Administration

BA, The King's College, 1978; MDiv, DMin, Gordon-Conwell Theological Seminary, 1982, 1992

Benjamin J. B. Lipscomb

(2002)

Professor of Philosophy; Director of Honors

BA, Calvin College, 1996; MA, PhD, University of Notre Dame, 1999, 2002

Susan Bruxvoort Lipscomb

(2005)

Associate Professor of English; Humanities Director; Integrative Studies Director; Interim Associate Dean for Arts and Letters; Chair, Department of English and Writing

BA, Calvin College, 1996; MA, University of Chicago, 1997; MA, PhD, University of Illinois, Urbana Champaign, 1998, 2005

Don B. Little

(2009 part time)

Associate Professor of Intercultural Studies

BA, University of British Columbia, 1984; Diploma in Christian Studies, Regent College, 1985; MEd, University of British Columbia, 1992; DMin, Gordon-Conwell Theological Seminary, May 2008

Anton Machleder

Assistant Professor of Guitar

DMA, Eastman School of Music

Carrie Magin

(2014, 2015 full time)

Assistant Professor of Music Composition & Theory

BA, BMA, University of Michigan, 2004; MMus, DMA, University of Cincinnati Conservatory of Music, 2011, 2013

Katie Martin

(2015)

Assistant Professor of Voice

BMus, University of Montana, Missoula, 2007; MMus, DMA, University of Southern California, Los Angeles, 2010, 2015

Paul Martino

Professor of Chemistry/Biochemistry

BS, Shepherd University, 1986; PhD, University of Virginia, 1991

Angela McBrearty

Assistant Professor of Flute

DMA, Eastman School of Music

Eva Meilaender

Instructor, World Languages and Literatures

Peter C. Meilaender

(2001)

Professor of Political Science; Chair, Department of History and Political Science

BA, Kenyon College, 1993; MA, PhD, University of Notre Dame, 1997, 1999

Daniel C. Minchen

(2006; 2011 part time)

Associate Professor of Communication and Business

BA, SUNY College at Geneseo, 1968; MS, Syracuse University, 1999

Shirley A. Mullen

(2006)

President; Professor of History

BA, Houghton College, 1976; MA, University of Toronto, 1977; PhD, University of Minnesota, 1985; PhD, University of Wales, 2000

Sharon Mulligan (1990)

Director of the Center for Academic Success and Advising (CASA)

BS, Houghton College, 1992; MEd, St. Bonaventure, 1999

Madison T. Murphy

(2014)

Assistant Professor of Media Arts and Visual Communication

BA, Houghton College, 2011; MFA, Savannah College of Art and Design, anticipated June 2014

Nancy L. Murphy

(2007; 2010 part time; 2015 full time)

Counselor; Title IX Coordinator

BA, Mount Vernon Nazarene College, 1980; MA, Ohio State University, 1982

Theodore J. Murphy

(1986)

Professor of Art; Mabel Barnum Davidson Distinguished Professor of Fine Arts (2014-2017)

BA, Mount Vernon Nazarene College, 1980; MFA, Ohio State University, 1983

William J. Newbrough

(2002)

Professor of Piano; David and Allene Horne-Blanchard Endowed Chair (2014-2019)

BA, University of California at Berkeley, 1994; MM, DMA, AD, Peabody Conservatory of Music/Johns Hopkins University, 1995, 1998, 2000

Ronald J. Oakerson

(1992; 2013 part time)

Professor of Political Science; Robert I. Davidson Distinguished Professor in Social Sciences (2014-2017)

BA, Taylor University, 1966; MA, PhD, Indiana University, 1973, 1978

Terence P. Paige

(1994)

Professor of New Testament

BA, Seattle Pacific University, 1982; MCS, MDiv, Regent College, 1986; PhD, University of Sheffield (England), 1994

Meic Pearse

(2004)

Professor of History; Director of the East Meets West Honors Curriculum

BA, University of Wales, 1978; DMS, Polytechnic of Wales, 1981; MPhil, DPhil, Oxford University, 1989, 1992

Kim Pool

(2014)

Director of Vocational Opportunities & Career Advising (VOCA)

BA, Hanover College, 1998; MS, Southern Illinois University, 2000

Jamie L. Potter

(2008)

Associate Professor of Biology; Director of Pre-Medical Education

BS, Olivet Nazarene University, 1999; MS, University of Wisconsin-Madison, 2002; PhD, Southern Illinois University, 2008

Ransom Poythress

(2014)

Assistant Professor of Biology

BS, California Institute of Technology, 2006; Special Student in Apologetics and Philosophy, Westminster Theological Seminary, 2007; PhD, Boston University, 2013

John M. Rhett

(1995)

Professor of Art; Chair, Art Department

BFA, MFA, Virginia Commonwealth University, 1979, 1995

John M. Rowley

(2008)

Associate Professor of Chemistry

BS, Houghton College, 2003; MS, PhD, Cornell University, 2005, 2008

Robert B. Smalley

(1988)

Assistant Professor of Recreation

BS, Houghton College, 1978; MEd, State University of New York at Buffalo, 1985

Mark Smithers

Assistant Dean for Residence Life and Programming

BA, Houghton College, 2008; MA, Geneva College, 2013

David Stevick

(2008)

Director of Library and Information Resources; Associate Professor Equivalent

BA, Houghton College, 1991; MSLS, Clarion University of Pennsylvania, 2002

William Christopher Stewart

(1993)

Professor of Philosophy (leave of absence 2013-2016)

BA, Wheaton College, 1982; MA, Western Kentucky University, 1988; MA, PhD, University of Notre Dame, 1989, 1992

Larissa Strappello

(2014)

Equestrian Center Facility Manager and Instructor

BS, Houghton College, 2008

Aaron M. Sullivan

(2004)

Associate Professor of Biology; Chair, Department of Biology; Moreland Chair (2014-2016)

BS, Mount Vernon Nazarene University, 1997; MS, Southwest Missouri State University, 1999; PhD, SUNY Binghamton, 2004

Sunshine R. Sullivan

(2005 part time; 2006)

Associate Professor of Education; Chair, Department of Education; Faculty Development Coordinator

BA, Mount Vernon Nazarene University, 1997; MS, Binghamton University, 2003; PhD, University at Buffalo, 2012

Armenio Z. Suzano, Jr.

(2014)

Dean and Director of the Greatbatch School of Music; Area Associate Dean for Music; Associate Professor of Music History

BM, Austin State University, 1997; MM, Northwestern University School of Music, 1998; DMA, University of Michigan School of Music, 2002

Cynthia S. Symons

(1994)

Professor of Psychology

BA, Utica College, 1986; MS, PhD, Syracuse University, 1990, 1992

Alicia Taylor

(2014, 2015)

Assistant Professor of Art

BA, Roberts Wesleyan College, 2009; Certificate in Arts Management, MFA, SUNY Brockport, 2013

Karen E. Torraca

(2007)

Professor of Chemistry; Chair, Department of Chemistry; Alan and Florence Johnson Distinguished Chair in Health Sciences (installed 2014)

BS, Houghton College, 1993; PhD, University of Florida, 1999

John F. Van Wicklin

(1983)

Professor of Psychology

BS, Wheaton College, 1968; MA, Columbia University, 1971; PhD, New School for Social Research, 1981

Rintaro Wada

Instructor of Cello

BMus, Atsugi City, Kanagawa; MMus, Eastman School of Music

James F. Wardwell

(1989)

Associate Professor of English

BA, Gordon College, 1979; MDiv, Eastern Baptist Theological Seminary, 1982; MA, Villanova University, 1984; PhD, University of Rhode Island, 1989

Jeffrey L. Wiesman

(2013)

Associate Professor of Education

BS, Wheaton College, 1993; MA, North Central College, 2002; EDD, Aurora University, 2007

Bradley E. Wilber

(1997)

Librarian: Reference, Instruction and Cataloging

BA, Houghton College, 1991; MLS, Syracuse University, 1996

Rebecca Williams

(2015)

Assistant Professor of Biology

BEd, BSc (H), BSc (G), University of Windsor, 2008; PhD, University of Windsor, 2014

John C. Wise

(2013)

Director of Institutional Research and Assessment

BA, State University of New York at Albany, 1992; MS, Pennsylvania State University at Malvern, 1997;
PhD, Pennsylvania State University at University Park, 2002

James M. Wolfe

(1988)

Professor of Biology

BA, Gordon College, 1975; MS, University of Oklahoma, 1978; PhD, University of Rhode Island, 1988

Dustin Woodard

Instructor of Percussion

BMus, California State University, Northridge; MMus, Houghton College

Linda Mills Woolsey

(1999 part time; 2004)

Professor of English

BA, Houghton College, 1974; MA, SUNY Binghamton, 1976; PhD, Drew University, 1989

Stephen A. Woolsey

(1999)

Professor of English

BA, Houghton College, 1973; MA, SUNY Binghamton, 1976; PhD, Drew University, 1988

Rebekah B. Johnson Yates

(2009)

Associate Professor of Mathematics; Chair, Department of Mathematics

BS, Wheaton College, 2003; MA, PhD, University of Montana, 2006, 2009

Jo-Anne O. Young

(1985 part time)

Assistant Professor of Physical Education; Equestrian Program Director

BS, Houghton College, 1969; MA, Salem International University, 2005

Paul D. Young

(1980)

Professor of Psychology; Associate Dean for Social and Behavioral Sciences; Chair, Department of Psychology and Sociology; Faculty Moderator

BS, Houghton College, 1976; MA, PhD, University of Alberta, 1978, 1984

Mark E. Yuly

(2000)

Professor of Physics; Associate Dean for the Natural Sciences and Mathematics

BS, Northwest Nazarene College, 1987; PhD, Massachusetts Inst. of Technology, 1993

James A. Zoller

(1984)

Professor of Writing and Literature

BA, University of New Hampshire, 1971; MA, San Francisco State University, 1973; DA, SUNY at Albany, 1984

Emeriti Faculty

Richard J. Alderman

(1971-1991)

Director of Admissions and Records; Executive Director of Alumni

BA, Houghton College, 1952; MS, Alfred University 1960

William T. Allen

(1953-1992)

Professor of Piano and Theory, Composer in Residence

BM, MMus, Northwestern University School of Music, 1950, 1951; PhD, Eastman School of Music, 1954

Jonathan E. Arensen

(1995-1996 part time; 1998-2013)

Professor of Anthropology; Director, Houghton in Tanzania

BA, Westmont College, 1968; MA, Central Washington State University, 1976; MS, PhD, Oxford University, 1986, 1991

Glen E. Avery

(1987-1993; 1998; 2016)

Instructional Technology Librarian; Professor Equivalent

BA, Houghton College, 1976; MBA, Plymouth State College, 1980; MLS, EDM, University at Buffalo, 1993, 2001; CAGS, Regent University, 2009

Margery L. Avery

(1988-2016)

Director of Academic Records

BA, University of Southern Maine, 1972

Willis Beardsley

(1980-2005)

Director of Academic Assessment

BA, Houghton College, 1960; MS, SUNY College at Geneseo, 1965; EdD, SUNY at Buffalo, 1977

Bruce C. Brown

(1974-2002)

Professor of Voice

BM, Wheaton College, 1962; MM, DMA, University of Southern California, 1964, 1974

E. Douglas Burke

(1958-1994)

Professor of Physical Education; Director of Intercollegiate Athletics

BS, Wheaton College, 1953; MA, Syracuse University, 1954

Ruth G. Butler

(1969-1985)

Librarian: Buffalo Suburban Campus

BEd, Geneseo State Teachers College, 1943; MLS, SUNY College at Geneseo, 1964

Larry W. Christensen

(1969-2006)

Professor of Chemistry

BA, Goshen College, 1965; PhD, Purdue University, 1969

E. Elizabeth Cook

(1964-1988)

Associate Professor of Biology

BS, Houghton College, 1962; MS, St. Bonaventure University, 1972

Robert L. Cummings

(1962-1988)

Professor of German

BA, Houghton College, 1950; MA, University of Rochester, 1952

Robert F. Danner

(1968-2006)

Vice President for Student Life and Dean of Students

BME, Wheaton College, 1960; MA, George Washington University, 1974; PhD, SUNY at Buffalo, 1990

Andrew F. Gallman, II

(1998-2013)

Professor of Linguistics

BA, Millsaps College, 1970; MA, PhD, University of Texas at Arlington, 1974, 1983

Robert J. Galloway

(1973-2013)

Professor of Piano

BM, MM, Boston Univ., 1968, 1972; MTS, Gordon-Conwell Theological Seminary, 1970; Staatliche Hochschule fuer Musik, Cologne, W. Germany, 1972-1973; PhD, Michigan State University, 1995

Richard A. Gould

(1968-2006)

Associate Professor of Classics

BA, Houghton College, 1961; MA, PhD, Princeton University, 1964, 1968

Richard A. Halberg

(1975-2013)

Professor of Business Administration; Certified Financial Planner

BA, Houghton College, 1971; MBA, University of Akron, 1976

Lola M. Haller

(1963-1991)

Professor of Education; Coordinator of Teacher Certification

BS, MA, Western Michigan College of Education, 1954, 1957; EdD, Michigan State University, 1967

Irmgard K. Howard

(1970; 2010; 2013 part time)

Professor of Chemistry

BA, PhD, Duke University, 1962, 1970

Richard A. Jacobson

(1966-2012)

Professor of Mathematics

BS, MS, South Dakota School of Mines, 1959, 1961

Paul F. Johnson

(1972-1994)

Professor of French

BA, MA, Boston University, 1951; MEd, Rhode Island College, 1969

Ben R. King

(1980-1992, 1996-2011)

Professor of Voice; Director, School of Music; Associate Dean for Music

BM, MM, Texas Tech University, 1973, 1974; DMA, Eastman School of Music, 1985

Harold E. Kingdon

(1967-2006)

Professor of Christian Ministries

BA, Houghton College, 1957; MDiv, ThM, Asbury Theological Seminary, 1966, 1967; DMin, Bethel Seminary, 1978

John R. Leax

(1968-2009)

Professor of English; Chair, Department of English; Poet in Residence; Van Gordon Chair (2006-2009)

BA, Houghton College, 1967; MA, Johns Hopkins University, 1968

Katherine W. Lindley

(1963-1989)

Professor of History; Chair, Division of History and Social Science

BA, Houghton College, 1943; MA, PhD, University of Wisconsin, 1946, 1949

Charles E. Massey

(1976-1998; 1998-2013 part time)

Professor of Education; Director of Houghton College City Semester

AB, Southern Pilgrim College, 1968; MA, EdD, Univ. of NC at Greensboro, 1972, 1976

Laurence K. Mullen

(1966-1993)

Professor of Bible and Philosophy; Director of Church Relations

BA, ThB, Eastern Nazarene College, 1949, 1950; MA, Boston University, 1952

Doris J. Nielsen

(1971-1997)

Associate Professor of Recreation and Physical Education, Director of Upward Bound

BA, Houghton College, 1971; MEd, SUNY at Buffalo, 1982

Edgar R. Norton

(1956-1993)

Associate Professor of Music Education; Music Education Coordinator; Mabel Barnum Davidson
Professor of Fine Arts

BS, Fredonia State Teachers College, 1949; MS, Potsdam State Teachers College, 1960

Frederic C. Parker

(1976-1998)

Associate Professor of Mathematics

BS, MS, Columbia University, 1954, 1955; MS, University of Notre Dame, 1964

Richard B. Perkins

(1978-2006)

Professor of Sociology

BA, Wheaton College, 1965; MA, PhD, University of Massachusetts, 1972, 1977

Bernard J. Piersma

(1971-2004)

Professor of Chemistry

BA, Colgate University, 1959; MS, St Lawrence, 1961; PhD, Univ. of Pennsylvania, 1965

Richard C. Pocock

(1959-1995)

Professor of Mathematics

BA, Houghton College, 1955; MS, Syracuse University, 1959; EdD, Columbia Univ, 1974

Roger J. Rozendal

(1972-2006)

Associate Professor of Communication

BA, Northwestern College, 1965; MA, Oklahoma State University, 1969

Carl Schultz

(1965-1967; 1971-2011)

Professor of Old Testament

BRE, Malone College, 1952; BA, Houghton College, 1953; MA, Wheaton College, 1954; PhD, Brandeis University, 1973

Frederick Shannon

(1958-1993)

Professor of Chemistry; Chair, Department of Integrative Studies

BS, MS, PhD, University of Akron, 1953, 1959, 1964

Paul W. Shea

(1994-1996 part time; 1996-2013)

Associate Professor of Missions

BA, Houghton College, 1969; MDiv, DMiss, Trinity Evangelical Divinity School, 1973, 1994

Richard D. Stegen

(1981-2016)

Professor of Psychology

BA, Houghton College, 1969; MA, Temple University, 1972; PhD, St. John's University, 1982

Daryl H. Stevenson

(1982-2013)

Associate Dean for Institutional Research & Assessment; Professor of Psychology

BA, Houghton College, 1970; MS, SUNY College at Brockport, 1975; MA, PhD, Rosemead Graduate School of Psychology, 1978, 1981

Gary M. Stith

(2002-2012)

Professor of Music Education

BMus, Ohio State University, 1972; MMus, Eastman School of Music, 1978

Lois Jane Wilt

(1968-1988)

Assistant Professor of Music

BMus, Houghton College, 1946; MA, Western Reserve University, 1947

Warren M. Woolsey

(1958-1959; 1966-1994)

Professor of New Testament and Missions

BA, Houghton College, 1943; STB, Biblical Theological Seminary, 1950; STM, Lutheran School of Theology, 1977

Retired Faculty

Coenraad Bakker

(1997-2002)

Associate Professor of Computer Science

BS, Parsons College, 1965; MS, University of Rochester, 1970

Bruce N. Brenneman

(1982-1998 part time; 1998)

Assistant Professor of English

BS, Taylor University, 1961; MA, Wesleyan University, 1968

John N. Brittain

(2003-2012)

Dean of the Chapel; Professor of Religion

AB, Brown University, 1969; MDiv, The Methodist Theological School, 1972; DMin, St. Mary's Seminary and University, 1985

Carol A. Brown

(1995-2002 part time)

Assistant Professor of Education

BA, Owosso College; BS, Spring Arbor College, 1965; MLS, SUNY Geneseo, 1981

Daniel R. Chamberlain

(1976-2006)

President

BA, Upland College, 1953; MA, California State College at Los Angeles, 1957; EdD, University of Southern California, 1967

Dolores W. Gadevsky

(1989-2005, part-time)

Associate Professor of Piano

BMus, Los Angeles Conservatory, 1956; "Diplom," Akademie fuer Musik und Darstellende Kunst, Vienna, 1970; DMA, Eastman School of Music, 1987

Betty R. Giles

(1988-1992 part time; 1992-1997)

Interim Assistant Professor of Voice

BMus, West Virginia University, 1954; MM, New England Conservatory of Music, 1956

Susan M. Hice

(1993-2011)

Associate Professor of Education; Director, Student Academic Services

BA, Kalamazoo College, 1965; MSciEd, SUNY College at Fredonia, 1974; PhD, Michigan State University, 1983

Thomas R. Kettelkamp

(1975-1976, 1978-2015)

Professor of Recreation and Physical Education

BS, Southern Illinois University, 1970; MS, Illinois State University, 1972; PhD, University of Illinois, 1982

Ellen E. Kreckman

(1975-1998)

Cataloger and Catalog Coordinator

BA, Houghton College, 1959; MSLS, Syracuse University, 1961

Barbara Jean Reigles

(1975, 2009 part time, 2010)

Professor of Voice

BS, Roberts Wesleyan College, 1969; MM, University of Cincinnati Conservatory of Music, 1975; PhD, Texas Tech University, 1995

Jean-Louis Roederer

(1966-1972: 1976-2015)

Associate Professor of French and Spanish

BA, Houghton College, 1964; MA, Middlebury College, 1970

Lois A. Ross

(2008-2015)

Associate Professor of Accounting

BA, Houghton College, 1973; MA, California State at Los Angeles; MBA, SUNY Buffalo, 1998

William L. Siemens

(1988-1995)

Professor of Spanish

BA, Wheaton College, 1958; MDiv, Gordon-Conwell Seminary, 1961; MA, University of Massachusetts, 1967; PhD, University of Kansas, 1971

Gudrun M. Stevenson

(1990-2002; part-time)

Assistant Professor of German

BA, Houghton College, 1970; MA, Middlebury College, 1996

John R. Tyson

(1979-2009)

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