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General Information

- [2019–2020 College Calendar](#)
- [Mission Statement](#)
- [History of Houghton College](#)

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 fields 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 in which 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 the 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, Houghton graduates 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 will 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 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 such 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 two-thirds 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 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 site was created. The programs at this site 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 Houghton Online, the Houghton College Buffalo Associate of Arts (Symphony Circle, East Side, and Hope House), the Houghton College Utica Associate of Arts, 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 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 Houghton College Teacher Education Program (HCTEP) is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Houghton College are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation. The HCTEP is a member in good standing of the AAQEP and is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated Quality Assurance Review in spring 2021.

Houghton Graduates

Each year, an average of 65% of Houghton's graduates go on to full-time employment. The remaining 35% enter graduate school within a year of leaving Houghton. Approximately 16% 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. Postgraduation 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 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 [Off-Campus Study Opportunities](#) for information about the off-campus options with the CCCU.
- [Western New York Consortium of Higher Education](#)
- 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 can be found through the [Registrar's Office](#).
- Rochester Area Colleges
 - Rochester Area Colleges is a consortium of higher education institutions in the Rochester, NY, area. Founded in 1970, Rochester Area Colleges has numerous area public and private colleges as members and provides many 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's 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	Director of Data Management
Jeffrey Babbitt	Director, Marketing and Communications
Erin Bard	Network Administrator
Kaiden Bowers	Assistant Director of Admission
Kathleen Breitigan	Director of Residence Life and Housing
Carlton Campbell	Assistant Director of Technical Arts
Benjamin Colter	Donor Relations Coordinator
Casey Conklin	Assistant Director of Student Success/Academic Services
Rebecca Crouch	Director of Conferences
Steven Dunmire	Director of Office of Ministry Resources
Nikki Elsaesser	Head Women's Soccer Coach
Danae Forrest	Controller

Phyllis Gaerte	Senior Director of Alumni and Community Engagement Director
Kurtis Habecker	Administrative Systems Programmer/Analyst
Patrick Hager	Head Cross Country and Track and Field Coach
Don Haingray	Director of Technology Services
Deanna Hand	Associate Athletic Director for Sports Medicine and Administration
Eva Hillman	Associate Registrar – Graduation and Advisement
Alissa Homoelle	Resident Director – Gillette Hall
James Hutter	Associate Registrar – Records and Registration
Cassley Jackowski	Head Women’s Lacrosse Coach
Rebekah Kimble	Program Coordinator – Hope House
Nuk Kongkaw	Director of the Mosaic Center
Jay Livingston	Associate Director of Technology Services
Marianne Loper	Director of Student Financial Services
H. “Skip” Lord	National Director of Athletics Engagement
Andrew Lundeen	Head Men’s Lacrosse Coach
Robert McColl	Head Men’s Soccer Coach
Tonya McGraner	Head Men’s and Women’s Tennis Coach
Pierre Michel	Program Director – Symphony Circle
J. L. Miller	Director of Campus Hospitality
Alicia Mucher	Associate Athletic Director Internal Operations/Head Women’s Basketball Coach
Jason Mucher	Associate Director of Athletics for Compliance and Communications
Daniel Noyes	Regional Director of Development
Heléna Oden	Campus Store Director
John Oden	Executive Director of Advancement Services and Operations
Hannah Ogden	Head Field Hockey Coach and Assistant Director of Event Services
Eden Palmer	Assistant Athletic Trainer
Ray Parlett	Director of Campus Safety and Security
Beth Phifer	Resident Director of Lambein Hall and Housing Coordinator
Chad Plymale	Facilities Manager
Brian Reitnour	Head Baseball Coach and Assistant Sports Information Director
Elizabeth Rutledge-Aikens	Associate Director for Admission Events and Office Operations
Betsy Sanford	Director of Operations for the President
Katherine Sinclair	Head Softball Coach and Assistant Director of Event Services
Ryan Spear	Dean of Admission
Nancy Stanley	Associate Director of Human Resources
A.C. Taylor	Director of Student Engagement

Seth Taylor	Senior Network Administrator
Joshua Tompkins	Head Volleyball Coach
Matthew Webb	Director of Athletics
Lance Westberg	Head Men’s Basketball Coach
Jane Willis	Interim Program Director – Houghton Utica
Amanda Zambrano	Grant Writer, Researcher and Donor Relations Specialist

Buildings and Facilities

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

Computing Facilities

The College offers wired network access for each student in a college-owned dormitory or townhouse as well as a robust campus-wide wireless network. Most 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 townhouse.

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, State
Edward Allen	Easton, MD
David Babb	Allentown, PA
Gary Bahler	Stockbridge, MA
Joanne Barnes	Kokomo, IN
Evelyn Barnett	Lakeland, FL
Daniel Bates	Portland, OR
Kevin Batman	Fishers, IN
Debra (Windy) Canfield	Fulton, NY
James Eckert	Bristow, VA
John Gillette	Mooers, NY
Doris Griffin	Newark, DE
Omar Haedo	Miami, FL
Russ Gunsalus <i>ex officio</i>	Indianapolis, IN

David Irwin	Berkeley, CA
Joseph Jennings (secretary)	Eden, NY
Ray Kaltenbaugh	Sandy Lake, PA
Kevin Knowlton	Lakeland, FL
Gary Larder	Rochester, NY
John Lee (chair)	Orchard Park, NY
J. Anthony Lloyd	Framingham, MA
C. David Markle	Kennesaw, GA
Gregory McClain	Buffalo, NY
Harriett Olson	New York, NY
Matthew Pickering	Big Flats, NY
Brent Russett	Ottawa, ON
Wayne Schmidt <i>ex officio</i>	Indianapolis, IN
Clifton Seaman	Churchville, NY
Terry Slye (vice chair)	Minneapolis, MN
Isaac Smith	Sundance, WY
Harold Spooner	Chicago, IL
Coreena Weaver	Liverpool, NY
David White (assistant secretary)	Clarence, NY
Ruth Woodworth	Fredericton, NB

Trustee Emeriti

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

President's Advisory Board

Names	City, State
Adam Compton	Atlanta, GA
Akash Desai	East Aurora, NY
Matthew Eubanks	Louisville, CO
Melissa Fisher	Rochester Hills, MI
Jeremy Martin	Williamsburg, VA
Jamey Moran	Williamsville, NY
Audrey Moses	Houston, TX
Jeffrey Prinsell	Marietta, GA
Gordon "Don" Purdy	Buffalo, NY
Jon Riggs	Bellbrook, OH

James Rogan II	Tell City, IN
David Tideman (chair)	Landenberg, PA
Robert Van Dyk	Ridgewood, NJ

Chief Officers of Administration

Name	Title
Karl Sisson	Vice President for Advancement and External Relations
Shirley Mullen	President
Kenneth Schenck	Vice President for Planning and Innovation
Dale Wright	Vice President for Finance and Chief Fiscal Officer
Paul Young	Dean of the Faculty and Chief Academic Officer

Admission Information

General Information

Houghton admits students who demonstrate ability to contribute to and benefit from Houghton's Christ-centered academic community. The [Office of Admission](#) holistically reviews each application for admission.

Non-discrimination

Houghton College admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate based on 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 Decisions

Applicants to Houghton College will be granted one of the following admission decisions upon completion of their application file: admission, admission with restrictions, waitlist or denial of admission. Students admitted with restrictions are reviewed by the admission committee, a cross-section of campus representatives from student life, academic support services, faculty, students (one representative) and the Academic Dean's Office.

Academic restrictions refer to resources assigned to facilitate transition to the rigors of college life. Resources include mandatory consultation with the Center for Student Success; "light load" (no more than 14 credits the first semester); Writing in the Liberal Arts; and, in some cases, admission on probation (referred to as "manual probation"). Students admitted on manual probation are expected to achieve a GPA benchmark by a set date (after either the first semester or first year of attendance) to remain enrolled and remove the probationary restriction.

Students placed on the waitlist are those who demonstrate the ability to be successful at Houghton but with enough hesitation to warrant additional attention. Students can improve their standing on the waitlist by following guidance from admission staff members. Initial waitlist decisions are made after March 1 but may be made in advance if the candidate has shown initiative in following through with admission counselor guidance.

A denial of admission is often a “not yet” rather than a “never”—that is, we encourage students not initially eligible for admission to pursue higher education at another institution and reapply as transfer students. Students may appeal a denial of admission by contacting their admission counselors and following their guidance. An appeal does not guarantee a different outcome but is intended for students to show additional information to that contained in their first attempt.

Application Forms

Students will be eligible to receive an admission decision upon completing an application for admission. First-year applicants are eligible for an admission decision after completing their junior year of high school and submitting a transcript showing grades to that point.

An admission decision will be provided upon completion of the application file. All students are required to submit the application, a personal statement, a recommendation and transcript(s). Houghton is a test-optional school, and, while submitting test scores is encouraged and can be advantageous for scholarship consideration, standardized test scores may also be waived.

International students whose first language is other than English must submit a Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

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 ([email](#); [website](#); phone: 800.777.2556).

Application Deadlines

The Office of Admission responds to applications for admission on a rolling basis beginning in early fall. The application for admission for fall generally becomes available on or before August 1. It is in a student’s best interest to apply early in the fall to be considered for opportunities such as Honors at Houghton and top scholarships. The application fee will be waived for students applying on or before October 15.

Accepted applicants are asked to confirm their intention to enroll by paying a \$300 enrollment deposit by May 1 or, if admitted after that date, within four weeks of receiving a financial aid award letter, thereby reserving a place in the entering class.

For applicants considering the spring semester, the priority application deadline is December 1.

Waiving of Enrollment Deposits

A modest enrollment deposit is charged and is applied towards the cost of attendance. The deposit is refundable if submitted prior to May 1 and a deposit refund is requested prior to that date (May 1). The deposit will be non-refundable for all deposits made after May 1 or requests for refunds after May 1. In isolated cases, a student may submit a written request for a deposit fee waiver. To be considered, the following must be true:

- The Chief Admission Officer or designee and the Chief Financial Aid Officer or designee must mutually approve.
- The student must demonstrate sufficient funding through at least one of the following options:
 - Sign up for a payment plan and make the first payment,
 - Present evidence of an approved loan sufficient to cover balance, or
 - Otherwise demonstrate sufficient funding for remaining balance.

If a deposit is waived and the student does not comply with the above policy, such as signing up for a payment plan and failing to make scheduled payments, the waiver may be revoked and required prior to the student’s

approval to register for courses, receive campus housing and receive official approval to arrive on campus. Failure to comply with other financial validation steps, such as submission of final transcripts, health insurance opt-out, medical forms and other required documents may result in the revocation of the enrollment deposit waiver.

Application Fee

The application fee is \$40 and is nonrefundable. The application fee will be waived for students who regularly attend a Wesleyan Church, are dependents of Houghton alumni, or have submitted their application through specified fee-waiver opportunities.

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 ([email](#); [website](#); phone: 800.777.2556, ext. 4000) or completed [online](#). There is no separate application fee for The Greatbatch School of Music.

Honors at Houghton Admission

Upon admission to Houghton, select students will be invited to interview for admission to Honors at Houghton. All students who meet the eligibility threshold based on academic criteria are considered regardless of intended academic major. Invitations to interview are sent after a student has been admitted and beginning early in the fall semester. Candidates must attend an interview weekend. International applicants are strongly encouraged to interview in person but may be extended a remote interview opportunity.

Admission decisions for Honors at Houghton are made upon completion of an interview. Those waitlisted for Honors at Houghton will begin receiving notification of offers of admission into Honors at Houghton after subsequent honors weekends or at the conclusion of the entire interview process, pending availability in each cohort.

Upon completion of Honors at Houghton, students are eligible to participate in Honors Seminars and can graduate with Honors distinction.

Students invited to interview for Honors at Houghton are also considered for our James S. Luckey full-tuition scholarship. Up to two of these awards are offered each year.

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

Recommended High School Courses

Houghton regards quality high school achievement as more important than any 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

All applicants are encouraged to submit a college entrance examination as part of the application file. Options include the Scholastic Assessment Test (SAT) of the College Entrance Examination Board, the ACT, and the Classic Learning Test (CLT). Admission decisions are made holistically, and students also have the option to

waive the test score requirement. However, applicants seeking consideration for additional opportunities listed below should plan to submit a college entrance examination:

- Honors at Houghton
- Higher-level merit-based scholarship
- International application (excludes Canadians) – students may take the TOEFL or IELTS
- The LECOM medical school or University of Buffalo Pharmacy programs

Individual departments reserve the right to require test scores as they relate to individual accreditation policies for those areas/programs (e.g., Education department) and/or program entrance criteria (e.g., Engineering program).

When considering the SAT, the Admission Office focuses on the evidence-based reading and writing and math sections. For the ACT, the focus is on the four traditional sections: English, Reading, Math and Science Reasoning. The Admission Office has a policy of “super-scoring” test scores such that an applicant’s best subset scores from multiple tests (including the CLT) are used in decisions.

Information regarding the SAT, ACT and CLT may be obtained from [College Board](#), the [ACT website](#) and the [CLT website](#), respectively.

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 as part of the admission and financial aid process.

Students from non-English-speaking countries must take the 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 IELTS score of 6.5 or higher.

High School Equivalency

Under some circumstances, an applicant may be considered for admission based on adequate scores on a valid high school completion credential, such as the Test Assessing Secondary Completion. Students seeking to dual-enroll during their senior year of high school should consult 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 on 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 a 205-level 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](#).

Readmission/Request to Return

Students who have previously applied to Houghton College, whether they were admitted or not, may submit a brief reapplication form to have their original application for admission reactivated if their original application was submitted within the past two years. Beyond two years after the initial application, students seeking admission may need to begin a new application. The reapplication form is accessible on the [Admission website](#).

Students who matriculated at Houghton College and withdrew for any reason and wish to return must submit the “Request to Return” form and ensure that the College receives transcripts for any college work taken in the interim. Approval to return is granted upon successful approval from campus stakeholders as well as any new information submitted since the student has left Houghton, such as academic coursework completed elsewhere. The Request to Return form is accessible on the [Admission website](#).

Homeschooled Students

Houghton College welcomes applications from homeschooled students.

Houghton does not state 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 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, certain [Ability to Benefit](#) documentation must be provided to be eligible for federal aid. Contact the Office of Admission to discuss these federal requirements. For New York State students in particular, note the information below. It may also be in a student’s best interest to submit a college entrance examination if external grading is unavailable for a substantial portion of secondary coursework. For instance, if a homeschooled student has enrolled in 12+ credit hours of college-level coursework, that student may decline to submit a college entrance examination score as part of the application process.

New York residents wishing to receive state need-based financial aid (NYS TAP) must demonstrate the “Ability to Benefit” (ATB) from higher education. 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 is a passing score on one of several basic skills tests. A letter attesting to the substantial equivalency of the student’s homeschool education from a local public high school official will also meet the ATB requirement.

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 special student application form, which can be obtained through the Admission Office. High school students must have completed their sophomore year 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 commuting from a family home or at least 24 years old.

To be considered for admission, transfer students must submit at least one letter of recommendation, a personal statement and official transcripts from all colleges attended. In some instances, a transfer applicant may be asked to submit a high school transcript for admission consideration and financial aid eligibility.

Undergraduate Transfer Credit Guidelines

Transfers must complete at least 30 hours at Houghton and earn at least 50% 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.

The Registrar's 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; however, accepted hours earned elsewhere will be posted to the Houghton transcript.

Latin honors are awarded for bachelor-level degrees only. 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*). To be eligible to be valedictorian or salutatorian, the student must be a main campus student, full-time in the spring semester, a May graduate, and have earned a minimum of 90 Houghton College credits.

Undergraduate Students with Less Than a Full Year of College Credit

For students who have had less than a full year of successful college experience—as demonstrated by fewer than 25 transferable* semester credit hours—a course-by-course assessment will be done.

*“Transferable” refers to previous coursework that is awarded credit at Houghton College.

Undergraduate Transfer Students with a Full Year of College Credit

Students who have at least a full year of successful college experience—as demonstrated by at least 25 transferable semester credit hours—have the choice of completing the full curriculum (of 30 hours) below to complete their General Education requirements *or* doing a course-by-course assessment of what they have taken previously.

Credits	Courses	Notes
9	BIBL 101 Biblical Literature THEL 209 Introduction to Christianity Additional BIBL or THEL course	<i>Eligible students may replace two of these three courses with INTS 210: Scholastica: Scripture History and Creed (6).</i>
2–4	<i>Choose one of the following:</i> STEM 140 Reason and Abstraction MATH 141 Mathematical Explorations MATH 181 Calculus I MATH course numbered 160 or higher DSCI 211 Data Science I	
4	STEM 141 Science as a Human Endeavor STEM 142 Science and Society	<i>Entire category met by completing science major or minor, 16 hrs of lab science courses, or BIOL 207</i>
3	Writing-Enriched Course (<i>chosen from the following</i>): BIOL 482 Senior Capstone: Biology Seminar EDUC 485 Senior Capstone: Seminar on Reflective Teaching ENGL 301 Critical Approaches to Literature IDEV 482 Senior Capstone: International Development Seminar IDEV 484 Integrative Senior Seminar INCL 482 Senior Capstone: Intercultural Seminar MED 419 Student Teaching Seminar MHS 230/280/380 Music History and Literature 1/2/3 PHYS 482 Senior Capstone: Physics Seminar WRIT 211 Narrative and Personal Essay WRIT 214 Literary Non-Fiction WRIT 217 Professional Writing WRIT 301 Writing Fiction WRIT 307 Writing about Spiritual Experience WRIT 312 Writing for Social Change WRIT 320 Special Topics: Feature Writing	

6	<i>Two of the following:</i> HUM 101 The Ancient and Medieval World HUM 102 The Early-Modern World HUM 201 The Late-Modern World	
0	INTS 104 Transitions: Succeeding at Houghton College	
3–4	<i>Choose one of the following:</i> ANTH/INCL/SOC 243 Cultural Anthropology [‡] COMM 205 Introduction to Communication Theory COMM 214 Introduction to Mass Media ECON 210 Principles of Microeconomics ECON 211 Principles of Macroeconomics POLS 205 In Search of Justice PSY 111 Introduction to Psychology SOC 101 Introduction to Sociology	[‡] Cultural Anthropology meets either Social Sciences or Changing World requirement, not both.
2–4	<i>Choose one course in a world language or in the study of the contemporary global world (from the following):</i> Any SPAN/FREN/GERM/HEBR/GREK language course 3–4-credit language course taken while studying abroad ANTH/INCL/SOC 243 Cultural Anthropology [‡] ANTH/SOC 315 Human Ecology EDUC 240 Teaching in Urban America (for Education majors and minors only) ENGL 361 Contemporary World Literature IDEV 338 Issues in Development INCL 201 Introduction to Global Issues INCL/ANTH 310 Intercultural Competencies INCL/MISS 361 Engaging the Muslim World LING 220 Introduction to Linguistics LING 312 Sociolinguistics MISS 242 Missions and the Global Church POLS/HIST/HUM 247 Switzerland: A Case Study in European Politics and Culture SOC 350 Culture Change and Globalization	[‡] Cultural Anthropology meets either Social Sciences or Changing World requirement, not both.
30	Total	

Junior Transfers from Four-Year Baccalaureate Institutions

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

Students who have earned at least 45 transferable hours in at least seven of the following nine areas need only take Biblical Literature, Introduction to Christianity and a 3-credit elective in Bible or Theology (9 credits

total) to complete their General Education requirements: writing, literature, communication, foreign language, social science, philosophy, fine arts, history, math and science.

Students with an Associate 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, Introduction to Christianity, a 3-credit elective in Bible or Theology (9 credits total), and Transitions (INTS 104) to complete their General Education requirements. This policy does not apply to students who have attended Houghton previously or who have earned an Associate of Applied Science (AAS) degree. Students with an AAS degree will fall under the policy for Undergraduate Transfer Students with a Full Year of College Credit.

Transfer Agreements with Community Colleges

Houghton College has established 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.

Consumer Information Disclosure

In compliance with Student Consumer Information Regulations, Houghton College has developed a central guide to sources of consumer information. These disclosures, which are available at <https://www.houghton.edu/about/college-profile/consumer-information-disclosure/>, provide specific information to comply with the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008. The disclosures provided at this website include (but are not limited to) specific student rights regarding education records and directory information under the Family Education Rights and Privacy Act (FERPA) and information about financial aid, educational programs, accreditation, copyright infringement policies and sanctions, student loan information, campus safety, annual campus safety security reports, and federal requirements for return of funds as well as institutional statistics such as completion, graduation and transfer-out rates. Individuals may obtain a paper copy of this list and information on any of the disclosures upon request.

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 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 to create a positive environment for our colleagues, our students, and their parents. We hope this information helps give students and parents insight into the functions of Student Accounts at Houghton College.

Tuition and Fees

The Fee Schedule for the Main Campus may be found at www.houghton.edu/financial-aid/tuition-and-fees/fee-schedule/; all prices are subject to change.

[Department of Online Programs – Tuition and Fees](#)

General Information and Policies

- [Student Accounts Policies](#)
- [Mayterm](#)
- [Payments](#)
- [Off-campus Study Opportunities](#)

Students wishing to appeal a financial policy must complete the [Financial Policy Appeal Form](#) and return it to the Student Financial Services Office. It will be reviewed by the Financial Policy Subcommittee, and the student will be informed of the committee's decision in a timely manner.

Financial Aid

At Houghton, we believe 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—who will make an impact on the world, whether by going on a mission trip, creating environmentally sound technologies or 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 understands 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 our students. Although we are not able to meet the full need of every student, we use every manner possible to coordinate adequate resources, combining the various types of financial aid available to enable you to invest in 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.

Canadian students may receive institutional aid by completing the [appropriate form](#). Other international students may apply for institutional aid by completing the Financial Affidavit as part of the Admission process.

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](#). Priority consideration is given to students whose applications are received by March 1. For example, students attending in the 2020–2021 academic year may submit a FAFSA beginning October 1, 2019, and priority will be given to applications received by March 1, 2020.

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 defray 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 biweekly basis.

Requirements for Financial Aid Consideration

A student must be matriculated and making satisfactory academic progress to receive financial aid. A matriculated student is one who has met the entrance requirements and is pursuing a degree. Institutional aid is prorated according to enrollment status (i.e., full-time, part-time, etc.).

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](#); [website](#)).

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 (DOE) 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 is applied to student accounts after the close of the period during which courses can be added or dropped for the semester (add/drop period). Credit balances caused by financial aid are refunded after careful evaluation of the student's account and eligibility.

Students wishing to keep the credit balance on their student account must provide a written and signed request to the Student Financial Services Office, 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.

Note: As of this publication, the Federal 2019 budget and the Higher Education Reauthorization Act have not been finalized and may affect federal aid.

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 a student account as a result of withdrawal will be refunded within a minimum of two weeks after the student has officially withdrawn through the Registrar's Office.

Change in Enrollment Status

If a student changes enrollment status after receiving a refund based on financial aid, the student 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.

Students who withdraw from Houghton College receive only the balance remaining on the student 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; for a student who leaves without notifying the institution, the midpoint of the period is used as the withdrawal date. 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 classes begin for a given term will receive a 100% 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 may receive a refund of charges prorated on a per-situation basis up to the 100% 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:	
Before 1 st day of classes	100%
Days 1 and 2	100%
Remainder of Week 1 (Days 3–7)	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 Week 1 (Days 3–7)	75%
Week 2	50%
Week 3 and after	0%

Return of Federal Title IV Funds Policy

Title IV aid and all other aid are earned in a prorated manner on a per-diem basis following the academic calendar up to the 60% point in the semester, after which Title IV aid and all other aid are viewed as 100% earned.

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% mark of the semester in which aid is received, all federal aid is considered earned and is not subject to this policy.
- If a student completes the institution's withdrawal process before the 60% mark of the semester, a prorated 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 prorated 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.

Returned Federal Title IV funds will be distributed according to statutory regulations. Worksheets/formulas provided by the U.S. DOE 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 DOE via the National Student Loan Database, 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 to remain eligible to receive financial aid. Satisfactory academic progress includes both qualitative (GPA) and quantitative (number of credit hours completed) measures 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 subsidized student loans (150% rule).

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

Financial Aid Warning

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

Financial Aid Probation

The second time a student fails to meet the satisfactory academic progress requirements, the student will lose eligibility for financial aid. However, the student may petition the Committee on Satisfactory Academic Progress for 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, the student 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 Online Program Students), 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 meets the necessary satisfactory academic progress requirements.

Transfer of Credits from Other Schools

When a student (including Online Program students) transfers courses to Houghton from another college, the transfer credit assessor 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 satisfactory academic progress determinations.

Repeating Courses

See [Repeating Courses policy](#). Also note: Students needing to repeat a course more than twice should consult the Student Financial Services Office. Repeating a course may influence a student's financial aid, athletic or other co-curricular eligibility.

Withdrawals and Incomplete Courses

Courses from which a student withdraws may impact the student's 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 Undergraduate Federal and Houghton College Financial Aid

Full-time semesters	Minimum accrued credit hours	Cumulative GPA
1	6	1.1
2	15	1.5
3	27	1.75
4	39	2.0
5	51	2.0
6	63	2.0
7	78	2.0
8	93	2.0
9	108	2.0
10	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 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, students must be full-time and meet the following requirements:

Semesters of TAP received	Minimum accrued credit hours	Cumulative GPA
1	6	1.5
2	15	1.8
3	27	1.8
4	39	2.0
5	51	2.0
6	66	2.0
7	81	2.0
8	96	2.0
9	111	2.0

Financial Validation

Financial Aid Policy

For students to be financially validated to attend Houghton College each academic year, it is imperative that required paperwork and funding be secured by various deadlines.

The first step in applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA) at <https://fafsa.ed.gov>. The application is available beginning October 1 of the preceding year and is expected to be submitted by February 15. For 2020–2021, the application will be available October 1, 2019, and should be completed by February 1, 2020.

The federal government selects a significant number of FAFSA applicants for a process called income verification. If a student is selected for income verification, the Student Financial Services Office will contact

the student beginning in February to request pertinent documentation. Documentation is due to the office within 14 days after the initial request to ensure timely processing and issuing of the financial aid award letter. If any documentation is still missing after May 1, there is no guarantee that the student will be financially validated for the upcoming semester.

If a portion of the balance will be covered with funding from a student's church, the Church Matching Scholarship form should be submitted to Student Financial Services by May 1. Applications submitted after May 1 may not be approved for Houghton College Church Matching Funds.

Award letters from outside scholarship organizations should be submitted to Student Financial Services as soon as they are available, preferably by July 1 to be reflected on the billing statement. Please notify the office if the organization will be sending scholarship payment directly to the student rather than Houghton College.

Students borrowing Federal Subsidized and Unsubsidized loans for the first time are required to complete Loan Entrance Counseling and the Master Promissory Note (MPN) at <https://studentloans.gov>. Federal direct loans will not be listed as anticipated aid on the billing statement if these steps are not completed by July 1.

Other Department Factors Impacting Financial Validation

Registrar's Office: Course registration should be finalized by June 1. Any changes thereafter may not be reflected on the Fall billing statement. It is the student's responsibility to review the course schedule on Student Self-Service and ensure that the billing statement accurately reflects intended enrollment.

Health Center: Full-time undergraduate students who have their own health insurance must waive the Houghton College Health Insurance at www.StudentInsurance.com. This must be completed annually. To avoid the charge for Houghton College Health Insurance, the waiver process must be completed by June 15. Contact the Health Center at HealthCenter@Houghton.edu or (585) 567-4840 with any questions.

Student Accounts: Students (and parents, if granted access*) may view real-time account activity and billing statements via the Student Account Center (SAC) at Houghton.afford.com. Students will receive initial login information for the SAC at their Houghton College email address. Click on the "Register" link to create a password. Do not change the email address that auto-fills. The username is the student ID with a preceding letter "P," e.g., P000012345@houghton.edu. Email notifications are issued each time a new electronic billing statement is posted.

**NOTE: Parents do not receive notifications of billing statements unless their students have established shared-access accounts for them. This is in compliance with the Family Educational Rights and Privacy Act (FERPA).*

To grant access to a parent or other authorized user, students should log in to the SAC, go to "Share Account Access/Manage Account Access/Add" and enter account information for the shared-access user as prompted. (It may be easiest to do this in person with whomever is being granted access.)

Fall bills will be issued during the first week of July and are due by the first week of August. To be financially validated, payment must be made in full. This may mean out-of-pocket payment, an approved loan application, an official payment plan through Houghton.afford.com or a combination of any of the above.

It is the student's responsibility to ensure that the student is financially validated by the third week of August. This will guarantee that the student is approved to move to campus and begin the Fall semester. Student Financial Services will notify students by email when they are officially financially validated. Students may also check their Financial Validation status in Student Self-Service under the "Finances" tab. The Fall Financial Validation document will be marked as "Received" if the student is financially validated. Students who are not financially validated should contact Student Financial Services at sfso@houghton.edu for assistance. Students may not be able to move into college housing or attend classes if they are not financially validated before arrival on campus.

For the Spring semester, bills will be issued in November and will be due the second week of December. Financial validation should be completed by the first week of January.

Mayterm and Summer courses should be selected by the last week of March in order for accurate billing statements to be issued in April, due the first week of May. Payment plans are not available for summer courses, so balances must be paid in full prior to the start of the term. Additional Spring loan funding may be approved for use toward these charges. Contact Student Financial Services for more information.

Students who fail to adhere to these deadlines will be subject to a \$250 late fee after the bill due date and registration cancellation for the upcoming semester.

If a student has extenuating circumstances, the student may submit a [Financial Policy Appeal Form](#) to document these circumstances and outline a detailed plan for payment. Exemptions are approved at the discretion of the Student Financial Services Office based on the documentation provided and must be requested prior to the bill due date if it becomes apparent to the student that funding will not be secured in time. An approved appeal is a one-time approval and is only applicable to the relevant semester; subsequent semesters are expected to be paid by the due date unless a new appeal is approved.

Students owing over \$200 will be placed on Financial Hold and will not be permitted to register for subsequent semesters, receive transcripts or receive diplomas (if applicable). Students with delinquent balances at the end of a semester may be withdrawn from the College, transferred to non-current status and charged a 1.5%-per-month finance charge. If it becomes necessary to engage the services of a collection agency or attorney to effect collection or settle any dispute in connection with the terms, the student is subject to pay any and all fees due to the collection agency.

Academic Information

General Information

Provost and Dean of the Faculty

The Provost and Dean of the Faculty is the chief academic officer at Houghton. Questions concerning academic policy should be directed to the Dean of the Faculty. The office is located on the main floor of the Luckey Building.

Associate Dean of the Faculty

The Associate Dean of the Faculty supports the work of the Dean of the Faculty by providing leadership to teaching faculty in advising, assessment and evaluation, budgetary and curricular matters, and research. The Associate Dean of the Faculty also works to promote curricular and co-curricular collaboration across disciplines and to identify and cultivate distinctive campus attributes.

Registrar's Office

The Registrar's Office answers questions concerning records, schedules, transfers, transcripts and so on. The Registrar's Office is located in the lower level of Fancher.

Department Chairs

The College academic structure is organized into 18 departments: Art; Biblical Studies, Theology and Philosophy; Biology; Business and Economics; Chemistry; Communication; Education; English and Writing; Global Studies; History and Political Science; Interdisciplinary Studies; Sport, Recreation and Wellness; Mathematics; the Greatbatch School of Music; Online; Physics, Computer Science and Engineering; and Psychology and Criminal Justice. 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 and individuals classified as non-teaching faculty by the administration (such as professional library personnel, the Registrar, and some administrators in Student Life and 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 (MA), Master of Business Administration (MBA), Master of Music (MMus), Master of Science (MS), 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 first year
 2. do not typically give major or minor credit
- **200- and 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 General Education
- **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
- **600-level courses:**
 1. reserved for graduate-level studies

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
	CMIN	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
	ESCI	earth science
Department of Business and Economics	ACCT	accounting
	BADM	business administration
	ECON	economics
	MBA	graduate business
Department of Chemistry	BIOCHM	biochemistry
	CHEM	chemistry
Department of Communication	COMM	communication
Department of Education	EDUC	education

	LEDU	graduate education (literacy)
Department of English and Writing	ENGL	English and literature
	WRIT	writing
Department of Global Studies	FREN	French
	GERM	German
	IDEV	international development
	INCL	intercultural studies
	LING	linguistics
	MISS	missions
	SPAN	Spanish
Department of History and Political Science	HIST	history
	POLS	political science
Department of Interdisciplinary Studies	CLLS	college life and leadership studies
	HUM	humanities
	INDS	interdisciplinary studies
	INTS	integrative studies
	STEM	science, technology, engineering, math
Department of Mathematics	MATH	mathematics
Greatbatch School of Music (<i>See Graduate Bulletin for information regarding master's degree programs in music.</i>)	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 Online Programs	BIBL	Bible
	BADM	business administration
	COMM	communication
	CRJ	criminal justice
	LEDU	graduate education (literacy)
	MBA	graduate business
	PHIL	philosophy
	PSY	psychology
	SOC	sociology
Department of Physics, Computer Science and Engineering	CSCI	computer science
	DSCI	data science
	ENGR	engineering
	PHYS	physics
Department of Psychology and Criminal Justice	ANTH	anthropology
	CRJ	criminal justice
	PSY	psychology
	SOC	sociology
Department of Sport, Recreation and Wellness	EQST	equestrian studies
	PHED	physical education
	REC	recreation

	SRWM	sport, recreation and wellness management
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Academic Note:

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

1. General Education
2. pre/corequisites or additional requirements
3. academic major
4. electives
5. minor
6. *Concentrations may be required for some majors.*

When necessary, students should ask their academic advisors about individual program expectations.

Policies

Graduate Transfer Student Admission and Transfer Credit Guidelines

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

Students looking to transfer into other graduate programs should reference the Graduate Student Handbook.

Undergraduate Transfer Student Admission

See [Transfer Admission Information](#) and [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, students on **academic guidance** who wish to take 16 or 17 hours must have the explicit approval of their advisors.
3. To take 18 credit hours (a "heavy load"), students must have special permission from their advisors (see form on [Registrar's Office website](#)).
4. To take 19 credit hours or more, students must petition the Academic Petitions Committee for permission. This academic petition requires advisor approval.
5. Special circumstances may be addressed through academic petition. (Academic petition and load-limit forms are available on the [Registrar's Office 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 complete the add/drop online through Student

Self-Service or the form located on the [Registrar's Office webpage](#). This form requires the advisor's and instructor's permission. The student will receive a confirmation email from the Registrar's Office when the schedule change has been finalized.

Add/Drop 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 2nd through the 10th 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 have different dates for adding, dropping and withdrawing. Check the calendar of [Important Dates](#) on the Registrar's Office website for an accurate listing of dates. **Students are not officially added/dropped/withdrawn from a course until they have completed the add/drop or course withdrawal online form and have received a confirmation email from the Registrar's Office.** Students who wish to withdraw from a music ensemble must first consult with the director of the ensemble at the Greatbatch School of Music. (See the [Registrar's Office webpage](#) for online forms; 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. If an instructor determines a student to be failing due to absences, the instructor may request that the Registrar's Office withdraw the student from the course.

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 prerecorded 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 (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 consisting 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 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 difficulty level, 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 field of study and should be applied consistently 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's 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 and concentration. 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 credits 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 General Education requirements and the requirements of a major, minor or concentration. General Education courses may be counted toward a major, minor or concentration without limitation.

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, the student may appeal to the Academic Dean's Office. Written (email is acceptable) approval by the faculty member being asked to move an exam should be forwarded to the Academic Dean's Office and copied to the relevant department chair(s).

Grading System

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

Grade		Quality Points	
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 2nd through 10th 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 faculty member will send the I grade to the Registrar's Office with a copy to the department chair. 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.
- **NR-Not Recorded grade.** Used only for courses extending beyond one semester. The faculty member will send the NR grade to the Registrar's Office with a copy to the department chair. The final grade, based on work completed to that point, is to be submitted within one calendar year from the end of the applicable semester.

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

Satisfactory/D/Fail Coursework

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 4 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 to earn a grade of “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. 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 corequisites; or for General Education 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 meeting with the instructor. If agreement is reached, a grade change request will be 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 Academic Dean's Office in writing within 10 working days of the previous step. The Associate Dean of the Faculty (or the Academic Dean's designee) shall investigate carefully and render a decision, which shall be final. If the decision is to reconsider the grade:
 - The Associate Dean shall, within 10 days, form a panel of uninvolved, tenured faculty from the instructor's department. (From a designated pool, the Associate Dean, 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 will so inform the Registrar's Office.

Grade Point Average (also known as Quality 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

grade/quality 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
Literary Studies	4	D+	1.33	5.32
Intro to Psychology	4	B+	3.33	13.32
Spanish Level II	4	A–	3.67	14.68
Totals	18			47.32

$$\frac{\text{Quality Points}}{\text{Total Credits}} = \frac{47.32}{18} = \text{GPA } 2.628$$

Courses taken off campus under [Houghton College – Affiliated opportunities](#) are considered work taken at Houghton College. To determine whether or not grades will be recorded, please see the [Tabular Listing of Off-Campus Opportunities](#). For all other satisfactory off-campus coursework, regular letter grades are not recorded on the transcript.

Repeating 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 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 the following:

- intercollegiate athletics*
- leadership roles in the Student Government Association
- leadership in clubs and other student organizations
- any study for academic credit 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
- touring with music ensembles

Students in good standing must 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, be regularly attending classes, and 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 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 a cumulative GPA of at least 2.0 (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 meeting the 24-hour rule above.

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.

***Note:** 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 to 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's Office and/or 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.

Hybrid and Online Course Policy

Residential and nonresidential main campus students may take up to two Houghton online courses during each of the fall and spring semesters. Students may petition for exemption from the two-limit rule in exceptional circumstances. All exemptions need to be approved by the chair of the relevant department, the Associate Dean of Distance Education and the Registrar. Residency requirements remain in effect for residential students. Financial aid will be adjusted for students who are dropping from full-time to less than full-time status.

Any switch between online and main campus programs will become effective at the start of the subsequent semester.

Houghton College students will be billed according to their registered program, not the location/delivery method of the course(s) chosen. Students should contact the Student Financial Services Office to discuss ramifications of dropping/withdrawing from a course. Exceptions may be granted to former students who have not matriculated in a main campus program for one year or more to complete their final 18–24 credit hours via online program courses. *Note: This policy excludes Summer Main Campus Online courses, which are offered at a separate rate. It is not necessary to petition/switch programs when taking multiple summer online courses.*

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 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 and research projects. Dishonest work includes but is not limited to the following:

1. Obtaining aid or information without giving due recognition to the sources of such aid or information. 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 selling one's work.

Faculty members are required to report all offenses to the Associate Dean of the Faculty, 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 Associate Dean of the Faculty, 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 Students. 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 their 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' interests. Students are encouraged to consult their academic advisor at least once each semester and any time they have questions that the advisor can address or for which the advisor can provide appropriate resources. When a student selects a new major, the department chair of the new major will assign an appropriate advisor. Students must obtain their academic advisor's approval to select courses.

Although advisors provide guidance, **it is the student's responsibility** to understand academic policies and complete all requirements for a degree. Contact the [Registrar's 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 and Probation

Each incoming undergraduate student is assigned a faculty advisor who is responsible for academic advising during the first year. Students who receive a semester GPA below 2.0 but are not placed on academic probation are placed on academic guidance and are encouraged to work closely with their advisors.

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 an 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 result 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 the student meets the criteria for probation two semesters in a row.

Any student dismissed 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 dismissed 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 2.0 or higher for each semester thereafter 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*

Dean's Honor List – Recognizes undergraduate students who complete a minimum of 12 hours with a semester GPA of 3.75–3.999*

Dean's List – Recognizes undergraduate students who complete a minimum of 12 hours with a semester GPA of 3.5–3.749*

*no Incompletes or Fs allowed

Graduation Honors

Latin honors are awarded for bachelor-level degrees only. The faculty will select for Latin 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 at Houghton College to be eligible for Latin honors.** Latin honors as published in the May Commencement bulletin are based on the cumulative GPA at the end of the fall semester prior to Commencement, including the valedictorian and salutatorian. To be eligible to be valedictorian or salutatorian, a student must be a main campus student, 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 at least 3.25 and a 3.4 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's 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 at least 2.75.

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's Office by April 1.

A student may take an independent study for variable credit (1 to 4 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 General Education 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 the add/drop period (please see [Important Dates Calendar](#)).

Internships

Many majors at Houghton College recognize a field placement experience as an integral component of professional preparation. Internships are considered 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 must be enrolled in their**

internships prior to beginning the experience. They should enroll in the term (fall, spring, Mayterm or summer) in which 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 and department chair, with approval from the Academic Dean's Office, is required. The forms to be used for a proposed tutorial are available on the [Registrar's 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 credit hour 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. Also see the [Registrar's Office Mayterm webpage](#) for more 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. The 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 may also qualify for the senior-in-absentia privilege by transferring two years of nurse's training for the Houghton degree.

Preliminary application (see [Registrar's Office webpage](#)) for the senior-in-absentia privilege must be made to the Academic Dean's Office in the spring of the sophomore year. Students should notify the Registrar's 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 an 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 submit a withdraw from college form (found on the [Registrar's Office webpage](#)) and/or set up a meeting with CASA. The student will be contacted and given instruction on next steps, including securing signatures from CASA,

the student's advisor, Student Financial Services and the Student Life Office. The form must be properly completed and filed with CASA (August–May) or the Office of Student Life (June and July) 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's 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 complete the withdrawal process found above 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

See [Medical Leave information](#) under Student Life Information.

Center for Academic Success and Advising (CASA)

Houghton College offers learning support for students through CASA. 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 include permission to take 18 hours (use [Heavy Academic Load Instructions](#)), permission to increase credits in a variable-credit course (contact [Registrar's Office](#)), and permission to attend an off-campus study opportunity (use specific application).

Further information is available in the Registrar's 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 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. The graduation requirements for Music Graduate degrees can be found on the [Music Graduate webpage](#). The graduation requirements for all other graduate programs can be found in the Graduate Student Handbook.

Residency Requirements

A student must complete at least 30 hours, one-half of the hours in a major and 18 of the last 24 hours at Houghton (except those under the senior-in-absentia privilege, those in an affiliated off-campus semester 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. Students completing two majors, one leading to a BS and the other to a BA, must choose which degree they will receive and will then graduate with one degree and two majors. 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 General Education 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 degree requirements 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 subsequent 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, students may select a subsequent catalog in effect during their college career. During the academic years from 2017–18 to 2020–21 in the transition to the new general education curriculum, students may choose major/minor requirements from a year that is different from their general education requirements. Occasionally, changes are made that include more precise implementation guidelines. If the student believes a major is unfairly or unreasonably modified, the student should consult the Registrar's Office.

Liberal Arts Requirements

Most courses at Houghton College are liberal arts courses, designed to either contribute to General Education or 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 classified as Liberal Arts:

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

Note for Students with Multiple Majors

Per New York State regulations, Liberal Arts minimum percentages are attached to programs/majors. Students with more than one program/major must meet the Liberal Arts minimum percentage of the degree with a higher requirement. For example, if a student has declared a BA only program/major, the student must meet the BA degree Liberal Arts minimum percentage (93 credits) even if it is the secondary program/major and the student is receiving a BS degree for the primary program/major.

Master of Arts in Music and Master of Music (MA and MMus)

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

Master of Science in Education (MSEd)

A candidate for a master's degree in Education chooses a certification track from the listings found on the Department of Education [webpage](#).

Master of Business Administration (MBA)

A candidate for a master's degree in Business Administration may choose an optional area of focus from the listings found on the Department of Business [webpage](#).

Bachelor of Arts (BA)

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 liberal arts credits and a total of 124 hours.

Bachelor of Science (BS)

A candidate for the BS degree [selects a major](#), and that choice must be approved by the chair of that department. The BS degree requires a minimum of 62 liberal arts credits and a total of 124 hours.

Bachelor of Business Administration (BBA)

A candidate for the BBA degree [selects a major](#), and that choice must be approved by the chair of that department. The BBA degree requires a minimum of 32 liberal arts credits and a total of 124 hours.

Bachelor of Fine Arts (BFA)

A candidate for the BFA degree [selects a major](#), and that choice must be approved by the chair of that department. The BFA degree requires a minimum of 32 liberal arts credits and a total of 124 hours.

Bachelor of Music (BMus)

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

Associate of Arts (AA)

Students seeking to complete the AA degree must earn a cumulative GPA of 2.0 or higher. At least 30 hours, including at least 18 of the last 24, must be earned at Houghton College. The specific qualifications for earning the AA degree through each Houghton program are outlined below.

AA degree at Houghton Arts and Science, Main Campus

In addition to the general AA degree requirements above, students must complete:

1. A total of 62 semester hours **and**
 - 2a. Houghton College's entire General Education package
- OR**
- 2b. A combination of 12 hours in an area of focus and 40 hours of General Education.
 - A Liberal Arts area of focus is chosen in consultation with an advisor. (Student must receive grades of C– or higher in all courses in the area of focus.)
 - 40 hours of General Education
 - Required courses – 12 hours:
 1. 4 hours of Writing
 2. 4 hours of Culture: history or philosophy
 3. 4 hours of Biblical Literature
 - 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 College Buffalo and Houghton College Utica – AA degree

This program is a fixed curriculum in the liberal arts taught in a cohort model with courses in workplace readiness.

In addition to the general AA degree requirements above, students must complete:

1. A total of 61 semester hours,
2. A minimum of 46 Liberal Arts credits:
 - Literature (3)
 - History (4)
 - Philosophy (3)
 - Writing (3)
 - Communication (8)

- Psychology or Anthropology (3)
 - Political Science (3)
 - Art or Music (3)
 - Science (3)
 - Mathematics (3)
 - Economics (3)
 - Religion (6)
 - INDS Capstone (1)
3. Additional core requirements: English Grammar (1) and Personal Finance (1; Buffalo) or College Study Methods (1; Utica)
 4. 13 hours in workplace readiness courses:
 - Business (13)

Associate of Applied Science (AAS)

In addition to the general AA degree requirements above, a student earns the AAS degree by completing the two-year [Christian Ministries](#) course.

- A total of 60 semester hours
- At least 22 Liberal Arts credits
- Must receive a grade of C– or higher in all courses in the area of focus

Majors

Each student should select one major area for specialized study by the time the student earns 60 hours. Houghton College grants degrees in the following areas.

Department	Degree	HEGIS [^]	CIP Code*
<i>Department of Art</i>			
Applied Design and Visual Communication	BFA	1002	50.0401
Art	BA	1002	50.0701
Studio Art	BFA	1002	50.0701
<i>Department of Biblical Studies, Theology and Philosophy</i>			
Bible	BA, BS	1510	39.0201
Christian Ministries	AAS	5502	39.0601
Philosophy	BA	1509	38.0101
Theology	BA, BS	2399	39.0601
<i>Department of Biology</i>			
Biochemistry	BA, BS	0414	26.0202
Biology	BA, BS	0401	26.0101
Exercise Science	BS	1299.30	31.0505
<i>Department of Business and Economics</i>			
Accounting	BS	0502	52.0301
Business Administration	BS	0506	52.0201

Human Resources Management	BBA, BS	0516	52.1001
Integrated Marketing Communication	BBA, BS	0509	52.1401
Leadership Development	BBA, BS	0506	52.1005
Organizational Management	BBA, BS	0515	52.0201
Business Administration (MBA; see Dept. of Online Studies)			
Department of Chemistry			
Biochemistry	BA, BS	0414	26.0202
Chemistry	BA, BS	1905	40.0501
Department of Communication			
Communication	BA, BS	0601	09.0101
Department of Education			
Adolescence Education			
Biology	BA	0401.01	26.0101
Chemistry	BA	1905.01	40.0501
English	BA	1501.01	23.0101
Mathematics	BA	1701.01	27.0101
Physics	BA	1902.01	40.0801
Social Studies	BA	2201.01	54.0101
Inclusive Adolescence Education			
Biology	BA	0803	26.0101
Chemistry	BA	0803	40.0501
English	BA	0803	23.0101
Mathematics	BA	0803	27.0101
Physics	BA	0803	40.0801
Social Studies	BA	0803	54.0101
Inclusive Adolescence Education General	BA	0803	13.1205
Inclusive Childhood Education	BS	0802	13.1202
Education – Literacy (MSEd; see Dept of Online Studies)			
Department of English and Writing			
English	BA	1501	23.0101
Writing	BA, BS	1507	23.1301
Department of Global Studies			
Intercultural Studies	BA	2210	05.0122
International Development	BA	2210	45.0604
Department of History and Political Science			

History	BA	2205	54.0101
Political Science	BA	2207	45.1001
Department of Mathematics			
Mathematics	BA	1701	27.0101
Greatbatch School of Music (See Graduate Bulletin for information regarding master's degree programs in music.)			
Music	BA, MA	1004, 1005	50.0901
Composition	BMus, MMus	1004.10	50.0904
Music Education	BMus	0832	13.1312
Music Industry	BS	1099	50.0999
Music with Non-music Elective Studies	BMus	1004	50.0999
Performance: Brass Instruments	BMus, MMus	1004	50.0903
Performance: Organ	BMus, MMus	1004	50.0903
Performance: Percussion Instruments	BMus, MMus	1004	50.0903
Performance: Piano	BMus, MMus	1004	50.0903
Performance: Stringed Instruments	BMus, MMus	1004	50.0903
Performance: Voice	BMus, MMus	1004	50.0903
Performance: Woodwind Instruments	BMus, MMus	1004	50.0903
Collaborative Performance	MMus	1004	50.0999
Conducting	MMus	1004	50.0906
Performance	BMus	1004	50.0903
Department of Online Studies			
Business Administration	MBA	0506	52.0201
Criminal Justice	BA	2105	43.0104
Education – Literacy	MSEd	0830	13.1315
Human Resources Management	BBA, BS	0516	52.1001
Integrated Marketing Communication	BBA, BS	0509	52.1401
Leadership Development	BBA, BS	0506	52.1005
Organizational Management	BBA, BS	0505, 0515	52.0201
Psychology	BA	2001	42.0101
Department of Physics, Computer Science and Engineering			
Applied Physics	BS	1999.20	40.0801
Computer Science	BS	0701	11.0101
Data Science	BA, BS	0702	11.0401
Electrical Engineering	BS	0909	14.1001

Physics	BA, BS	1902	40.0801
<i>Department of Psychology and Criminal Justice</i>			
Criminal Justice	BA	2105	43.0104
Psychology	BA	2001	42.0101
<i>Department of Sport, Recreation and Wellness</i>			
Recreation	BS	0835	01.0507
Sport, Recreation and Wellness Management	BS	0599	31.0101
<i>Interdisciplinary/Special Studies</i>			
Humanities	BA	4903	24.0103
Interdisciplinary Studies	BA, BS	4999	30.0000
Liberal Arts	AA	5649	24.0101

^HEGIS – Higher Education General Information Survey

*CIP – Classification of Instructional Programs

Academic Work Categories

Academic work at Houghton is organized into four categories: General Education, major, minor and elective. 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.

General Education Requirements for BA, BFA, BMus 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 a BA, BFA, BMus or BS degree is required to take a stipulated package of General Education courses unless given graduation credit and/or advanced standing based on 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.) More details may be found under the [General Education Department](#). Each student must also meet a required number of liberal arts credits for the student's specific degree (93 for the BA; 62 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 half of a student's major must be completed at Houghton. A 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 music students should consult the Greatbatch School of Music [Graduate Bulletin](#). All Education majors must earn course grades of C or higher in the major, content major and/or concentration/corequisite courses.

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 level 200 or above and will be proposed by the student in consultation with the faculty advisor and approved by the relevant department chair(s). Approval for such minors will include consideration of how the choice of courses supports the stated academic goals of the student.

Academic Programs by Department

Art

Ryann Cooley, Chair | <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 give 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

Ryann Cooley

Aaron Harrison

David M. Huth

Madison T. Murphy

Theodore J. Murphy

John M. Rhett

Alicia Taylor-Austin

Majors

Art Major with Studio Concentration

BA (50–54 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
COMM 115 Foundations of Digital Communication	2

Total	10
Art History	Credits
<i>Choose two courses from below; one must be Renaissance, Ancient or Modern/Contemporary:</i>	
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4
ART 234 Art and Architecture in Europe	4
ART 236 Asian Art History	4
ART 237 Modern and 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 fall semester of every year; special seminar for 2 credits offered for transfer and late-declaring students)	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 485 Senior Studio	2
ART 486 Senior Seminar and Exhibition	2
Total	32
Optional Course	Credits
Fine Arts Internship	0–4
Total in major (not including prerequisites)	50–54

Art as Second Major

BA (36–44 hours)

Double-major in Art and other discipline requirements

Required Courses	Credits
<i>Choose four courses out of the five below:</i>	
ART 131 Intro to Visual Arts	2
ART 211 Drawing I	2
ART 241 Two-dimensional Design	2
ART 242 Three-dimensional Design	2
COMM 115 Foundations of Digital Communication	2
Total	8
Art History Courses	Credits
<i>Choose at least two courses from the following:</i>	
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4
ART 234 Art and Architecture in Europe	4
ART 236 Asian Art History	4
ART 237 Modern and 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 fall semester of every year; special seminar for 2 credits offered for transfer and late-declaring students)	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 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 Major (BFA)

BFA (69–71 hours)

The BFA in Applied Design and Visual Communication is an art and communication partnership. It requires 69–71 hours in art and communication.

Studio Foundation Courses	Credits
COMM 115 Foundations of Digital Communication	2
ART 131 Intro to Visual Arts (should be taken in the first year)	2
ART 241 Two-dimensional Design	2
ART 242 Three-dimensional Design	2
COMM 214 Intro to Mass Media	4
Total	12
Art History Courses	Credits
<i>Choose two courses from the following; at least one must be Renaissance, Ancient or Modern/Contemporary.</i>	
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4
ART 234 Art and Architecture in Europe	4
ART 236 Asian Art History	4
ART 237 Modern and Contemporary Western Art History	4
ART 314 Art and History of Film	4
Total	8
Required Art and Communication 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 224 Motion Media Design and Animation or COMM 232 Intro to Web Communication	4

Total	24
ART and COMM Studio Courses	Credits
<i>Select courses from the following to reach a minimum of 15 hours:</i>	
ART 382 Advanced Topics in Photography	4
ART 384 Digital Imaging II	4
COMM 328 Digital Video II	4
ART 263 Typography and Letterpress Printing	4
ART 295 ST: Illustration	4
ART 380 Lighting for the Still and Moving Image	4
ART 479 Photographic Concepts and Practices	4
COMM 207 Intro to Pro Tools	3
Total	15 min.
Additional Required Courses	Credits
ART 285/286/287/288 Fine Arts Seminar (must take fall semester every year; special seminar for 2 credits for transfer and late-declaring students)	4
ART 383 Applied Design Internship	4
COMM 410 Advanced Projects, Thesis and Portfolio	4
Total	10–12
Total in major	69–71

Studio Art (BFA)

BFA (62–70 hours)

Required Courses	Credits
COMM 115 Foundations of Digital Communication	2
ART 131 Intro to Visual Arts (should be taken in the first year)	2
ART 211 Drawing I	2
ART 241 Two-dimensional Design	2
ART 242 Three-dimensional Design	2
Total	10
Art History Courses	Credits

<i>Choose three courses from the following; at least one must be Ancient, Renaissance or Modern/Contemporary:</i>	
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4
ART 234 Art and Architecture in Europe	4
ART 236 Asian Art History	4
ART 237 Modern and Contemporary Western Art History	4
ART 314 Art and History of Film	4
Total	12
Studio Courses	Credits
ART 2XX Studio	4
ART 2XX Studio	4
ART 2XX Studio	4
ART 2XX Studio	4
ART 3XX Studio	4
ART 3XX Studio	4
ART 3XX Studio	4
ART 3XX Studio	4
ART 285/286/287/288 Fine Arts Seminar (must take fall semester every year; special seminar for 2 credits for transfer and late-declaring students)	4
ART 485 Senior Studio	2
ART 486 Senior Seminar and Exhibition	2
Total	40–44
Optional Course	Credits
Fine Arts Internship/Gallery Assistant	4
Total in major	62–70

Minor

Art Minor: 14 hours

A student may obtain an Art minor by completing 14 hours in art.

Pre-Professional Preparation

Pre-Art Therapy

Faculty Advisor: Paul Young

Please see [Pre-Art Therapy](#) in the Department of Psychology and Criminal Justice section of the catalog.

Biblical Studies, Theology and Philosophy

Sarah B. C. Derck, Chair | <https://www.houghton.edu/biblical-studies-theology-and-philosophy/> | 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. The faculty in the department engage students in learning about their biblical, theological and philosophical roots as they explore new ways to solve problems in today's increasingly interconnected world. Career options for majors in these fields vary widely. Houghton graduates go into ministry, 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 other fields. Our majors also 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](#)

Emmanuel Scholars Program: The Emmanuel Scholars program is group spiritual formation oriented toward vocation. Group members participate in weekly readings and discussions around vocation and other topics and have weekly one-on-one meetings for mentoring and spiritual direction. The group begins and ends each year with a retreat. Students can take the course for credit or no credit (THEL 251/252). The program is by application, and preference is given to rising sophomores.

Faculty

Jonathan P. Case	Sarah B. C. Derck	Richard K. Eckley	Heidi Giannini
John Giannini	J. Michael Jordan	Kristina LaCelle-Peterson	Benjamin J. B. Lipscomb
J. L. Miller	Terence P. Paige		

Majors***Bible Major***

BA/BS (32–33 hours in core; 6 corequisite hours)

A major in Bible is recommended for those expecting to become ministers, missionaries, teachers or leaders in parachurch ministries, and Bible 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 corequisite courses.

Corequisites	Credits
GREK 101, 102 Beginning Greek 1 & 2 <i>or</i> HEBR 101, 102 Beginning Hebrew 1 & 2	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 Old Testament Theology	3
BIBL 356 New Testament Theology	3
GREK 201 Greek Readings <i>or</i> HEBR 201 Hebrew Readings <i>or</i> CRFM 325 Bible Study and Teaching Methods	2-3
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

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 Old Testament Theology	3
BIBL 356 New Testament Theology	3
BIBL 482 Senior Capstone: Senior Seminar	2
Bible electives (any course with BIBL prefix, Bible Study and Teaching Methods [CRFM 325] and up to 3 hours of any THEL courses)	8–9
Total in major (not including prerequisites)	24

Bible Major 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 Old Testament Theology	3
BIBL 356 New Testament Theology	3
GREK 101, 102 Greek <i>or</i> 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	3
MISS 242 Missions and the Global Church	4
INCL 243 Cultural Anthropology <i>or</i> INCL 310 Intercultural Competencies <i>or</i> INCL 350 Culture Change and Globalization	4
MISS 243 Missiological Foundations <i>or</i> MISS 341 Biblical and Theological Foundations <i>or</i> 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

Christian Ministries Major

AAS (minimum of 60 hours)

The Christian Ministries curriculum is a two-year program leading 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 General Education 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.

General Education 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	3
THEL 209 Introduction to Christianity	4
PHIL 202 Metaphysics, Morality and Mind	4
Math or Science	3–4
Social Science	3–4
Total	24–26
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
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Philosophy Major

BA (33 hours)

Houghton Philosophy majors are free to explore a wide range of questions the answers to which strengthen the foundation of one's worldview and assist one 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 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 (<i>at least two courses selected from the following</i>)	Credits
PHIL 243 Ancient Philosophy	4
PHIL 244 Medieval Philosophy	4
PHIL 245 Early Modern Philosophy	4
PHIL 246 Late Modern and Contemporary Philosophy	4
Total	8
Other Required Courses	Credits
PHIL 222 Logic and Critical Thinking	3
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 (<i>at least two courses selected from the following</i>)	Credits
PHIL 243 Ancient Philosophy	4
PHIL 244 Medieval Philosophy	4
PHIL 245 Early Modern Philosophy	4
PHIL 246 Late Modern and Contemporary Philosophy	4
Total	8
Other Required Courses	Credits
Philosophy electives	14
PHIL 222 Logic and Critical Thinking	3
PHIL 395 Philosophy Colloquium	1
PHIL 495 Senior Capstone: Philosophy Colloquium	2
Total in major	29

Theology Major

BA/BS (33 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 requiring a liberal arts degree.

Specific Requirements	Credits
THEL 211 Introduction to Theology	3
THEL 221 History of Christianity I (required for Wesleyan ordination)	3
THEL 222 History of Christianity II	3
THEL 313 Systematic Theology (required for Wesleyan ordination)	3
THEL 320 Spiritual Formation (required for Wesleyan ordination)	3
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	3
THEL 482 Senior Capstone: Seminar in Theology	3
Total Core	20
Bible Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	3

BIBL 355 Old Testament Theology	3
BIBL 356 New Testament Theology	3
Total	7
Electives	Credits
6 hours in any non-core REL, THEL or MIN course numbered above THEL 209	6
Total in major	33

Students choosing the comprehensive major in Theology are strongly encouraged to satisfy the General Education Changing World requirement 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 (26 hours)

Theology Core Requirements	Credits
THEL 211 Introduction to Theology	3
THEL 221 History of Christianity I (required for Wesleyan ordination)	3
THEL 222 History of Christianity II	3
THEL 313 Systematic Theology (required for Wesleyan ordination)	3
THEL 320 Spiritual Formation (required for Wesleyan ordination)	3
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	3
THEL 482 Senior Capstone: Seminar in Theology	3
Total	20
Electives	Credits
Theology or Religion electives (210 or above)	6
Total in major (not including prerequisites)	26

Theology Major with Missions and Intercultural Studies Concentration

BA/BS (17 hours in core; 16–20 hours in concentration)

This major prepares students for work in the global church, combining study in the history and doctrines of Christianity with foundational work in the mission of God in the world and intercultural studies. Students choosing this major are strongly encouraged to satisfy the General Education Changing World requirement 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.

Specific Requirements	Credits
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THEL 211 Introduction to Theology	3
THEL 221 History of Christianity I (required for Wesleyan ordination)	3
THEL 222 History of Christianity II	3
THEL 313 Systematic Theology (required for Wesleyan ordination)	3
THEL 320 Spiritual Formation (required for Wesleyan ordination)	3
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	3
THEL 482 Senior Capstone: Seminar in Theology	3
Total Core	20
Bible Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	3
BIBL 355 Old Testament Theology	3
BIBL 356 New Testament Theology	3
Total	9
Choose two from the following:	Credits
REL 221 Eastern Religions	3
REL 222 New Religious Movements	3
REL 231 Judaism	3
THEL 230 Building Shalom: Justice, Love and the Christian Life	3
THEL 232 Poverty, Wealth and the Christian Gospel	3
Total	6
Missions and Intercultural Studies Concentration	Credits
INCL/ANTH 310 Intercultural Competencies	4
INCL/ANTH/SOC 243 Cultural Anthropology	4
MISS 242 Missions and the Global Church	4
MISS 243 Missiological Foundations	4
Cross-cultural experience	0–4
Total	16–20
Total in major and concentration	43–47

Theology Major with Music and Worship Ministries

BA/BS (31 hours in core; 19–23 hours in concentration)

Students choosing this major are strongly encouraged to satisfy the General Education Changing World requirement by taking one of the Biblical languages (Greek or Hebrew).

Theology Core Requirements	Credits
THEL 211 Introduction to Theology	3
THEL 221 History of Christianity I (required for Wesleyan ordination)	3
THEL 222 History of Christianity II	3
THEL 313 Systematic Theology (required for Wesleyan ordination)	3
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	3
THEL 320 Spiritual Formation (required for Wesleyan ordination)	3
THEL 482 Senior Capstone: Seminar in Theology	3
Total	20
Bible Core Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	3
BIBL 355 Old Testament Theology	3
BIBL 356 New Testament Theology	3
Total	9
<i>Choose two from the following:</i>	Credits
REL 222 New Religious Movements	3
REL 221 Eastern Religions	3
REL 231 Judaism	3
THEL 230 Building Shalom: Justice, Love and the Christian Life	3
THEL 232 Poverty, Wealth and the Christian Gospel	3
Total	6
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	3

MIN 410 Ministerial Field Education	3–6
Total	19–23
Total in major and concentration	46–50

A curriculum plan for this major is available through the Department of Biblical Studies, Theology and Philosophy.

Theology Major with Pastoral Ministries Concentration

BA/BS (27 hours in core; 20–23 hours in concentration)

This major combines 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. It 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. Students choosing this major are strongly encouraged to satisfy the General Education Changing World requirement by taking one of the Biblical languages (Greek or Hebrew).

Theology Core Requirements	Credits
THEL 211 Introduction to Theology	3
THEL 221 History of Christianity I (required for Wesleyan ordination)	3
THEL 222 History of Christianity II	3
THEL 313 Systematic Theology (required for Wesleyan ordination)	3
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	3
THEL 320 Spiritual Formation (required for Wesleyan ordination)	3
THEL 482 Senior Capstone: Seminar in Theology	3
Total	20
Bible Core Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	3
BIBL 355 Old Testament Theology	3
BIBL 356 New Testament Theology	3
Total	9
<i>Choose two from the following:</i>	Credits
REL 222 New Religious Movements	3
REL 221 Eastern Religions	3
REL 231 Judaism	3

THEL 230 Building Shalom: Justice, Love and the Christian Life	3
THEL 232 Poverty, Wealth and the Christian Gospel	3
Total	6
Pastoral Ministries Concentration	Credits
CRFM 231 Foundations of Educational Ministry	3
MIN 210 Introduction to Christian Ministries	3
MIN 317 Leadership in the Church	3
MIN 324 Principles of Expository Preaching	3
MIN 410 Ministerial Field Education	3–6
MIN/THEL 316 Worship in the Church	3
THEL 315 Wesleyan Tradition	3
Total	20–23
Total in major and concentration	47–51

A curriculum plan for this major is available through the Department of Biblical Studies, Theology and Philosophy.

Theology Major with Sports Ministry Concentration

BA/BS (27 hours in core; 19–22 hours in concentration)

Sports ministry is a culturally relevant relational tool that helps connect the Christian faith to the sport-minded. This concentration 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. Students choosing this major are strongly encouraged to satisfy the General Education Changing World requirement by taking one of the Biblical languages (Greek or Hebrew).

Theology Core Requirements	Credits
THEL 211 Introduction to Theology	3
THEL 221 History of Christianity I (required for Wesleyan ordination)	3
THEL 222 History of Christianity II	3
THEL 313 Systematic Theology (required for Wesleyan ordination)	3
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	3
THEL 320 Spiritual Formation (required for Wesleyan ordination)	3
THEL 482 Senior Capstone: Seminar in Theology	3
Total	20

Bible Core Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	3
BIBL 355 Old Testament Theology	3
BIBL 356 New Testament Theology	3
Total	9
<i>Choose two from the following:</i>	Credits
REL 222 New Religious Movements	3
REL 221 Eastern Religions	3
REL 231 Judaism	3
THEL 230 Building Shalom: Justice, Love and the Christian Life	3
THEL 232 Poverty, Wealth and the Christian Gospel	3
Total	6
Sports Ministry Concentration	Credits
CRFM 325 Bible Study and Teaching Methods	3
CRFM 341, 342 Theological Explorations in Youth Cultures and Ministry I and II	3,3
MIN 210 Introduction to Christian Ministries	3
MIN 410 Ministerial Field Education	3–6
SRWM/CRFM 227 Sports Ministry: The Integration of Faith and Sport	3
SRWM/CRFM 275 Methods of Administration of Sports Ministry	3
Total	19–22
Total in major and concentration (not including prerequisites)	46–49

Theology Major with Youth Ministry Concentration

BA/BS (27 hours in core; 20–23 hours in concentration)

This major prepares students to work with young people in church and parachurch settings. Students choosing this major are strongly encouraged to satisfy the General Education Changing World requirement by taking one of the Biblical languages (Greek or Hebrew).

Theology Core Requirements	Credits
THEL 211 Introduction to Theology	3
THEL 221 History of Christianity I (required for Wesleyan ordination)	3
THEL 222 History of Christianity II	3

THEL 313 Systematic Theology (required for Wesleyan ordination)	3
THEL 327 Church, Mission and Culture (required for Wesleyan ordination)	3
THEL 320 Spiritual Formation (required for Wesleyan ordination)	3
THEL 482 Senior Capstone: Seminar in Theology	3
Total	20
Bible Core Requirements	Credits
BIBL 221 Biblical Interpretation (required for Wesleyan ordination)	3
BIBL 355 Old Testament Theology	3
BIBL 356 New Testament Theology	3
Total	9
<i>Choose two from the following:</i>	Credits
REL 222 New Religious Movements	3
REL 221 Eastern Religions	3
REL 231 Judaism	3
THEL 230 Building Shalom: Justice, Love and the Christian Life	3
THEL 232 Poverty, Wealth and the Christian Gospel	3
Total	6
Youth Ministries Concentration	Credits
CRFM 332 Christian Formation of Youth	3
CRFM 341, 342 Theological Explorations in Youth Cultures and Ministry I and II	3,3
CRFM 350 Foundations of Youth Ministry	3
MIN 210 Introduction to Christian Ministries	3
MIN 410 Ministerial Field Education	3–6
PSY 217 Adolescence and Emerging Adulthood	3
PSY 231 Adult Development and Aging	3
Total	20–23
Total in major and concentration (not including prerequisites)	47–50

Minors

Bible Minor: 12 hours

12 hours in Bible, numbered 200 or above.

Philosophy Minor: 12 hours

Required Courses	Credits
<i>Choose at least one course from the following:</i>	
PHIL 243 Ancient Philosophy	4
PHIL 244 Medieval Philosophy	4
PHIL 245 Early Modern Philosophy	4
PHIL 246 Late Modern and Contemporary Philosophy	4
Additional Required Philosophy Courses	
8 hours of Philosophy electives	8
Total	12

Religion Minor: 12–16 hours

Required Course	Credits
THEL/PHIL 255 Reason and Religious Belief	3
Electives	Credits
<i>Select two courses from the following:</i>	6–7
REL 221 Eastern Religions	3
REL 231 Judaism	3
INCL/MISS 360 Introduction to Islamic Studies	4
<i>Select additional courses from the following:</i>	3–6
THEL 215 Christian Apologetics	3
THEL 313 Systematic Theology	3
BIBL 355 Old Testament Theology	3
BIBL 356 New Testament Theology	3
THEL 221 or 222 History of Christianity I or II	3,3
Total	12–16

Sports Ministry Minor: 16 hours

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.

Required Courses	Credits
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CRFM 325 Bible Study and Teaching Methods	3
SRWM/CRFM 227 Sports Ministry: The Integration of Faith and Sport	3
SRWM/CRFM 275 Methods of Administration of Sports Ministry	3
Electives	Credits
<i>Select one course from the following:</i>	3
CRFM 341/342 Theological Explorations in Youth Cultures and Ministry I and II	3,3
THEL 313 Systematic Theology	3
<i>Select at least one course from the following*:</i>	3–4
INCL XXX Intercultural course recommended by department	1–4
MISS 242 Missions and the Global Church	4
SRWM 305 Sports Ministry Field Practicum**	2
SRWM 306 Principles of Coaching and Sport Management	3
SRWM 229 Outdoor Leadership Training	3
SRWM 240 Camps and Summer Programs	3
SRWM 241 Recreation and Tourism	2
CRFM 341/342 or THEL 313 (whichever was not used in previous category)	3
*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
Total	15–16

Theology Minor: 12 hours

The Theology minor provides concentrated study in Christian doctrine, apologetics and church history.

Required Courses	Credits
THEL 211 Introduction to Theology	3
THEL 313 Systematic Theology	3
Theology electives above THEL 209	6
Total	12

World Religions Minor: 14 hours

Required Courses	Credits
REL 215 Islam: An Introduction	3
REL 221 Eastern Religions	3

REL 222 New Religious Movements	3
REL 231 Judaism	3
Total	14

Pre-Professional Preparation

Pre-Seminary Interest

Consult the Department Chair of Biblical Studies, Theology and Philosophy: [Sarah Derck](#)

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.

Biology

Aaron M. Sullivan, Chair | <http://www.houghton.edu/biology/> | 585.567.9280 | biology@houghton.edu

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 its intricacy and diversity, within the tradition of the liberal arts. Our majors will develop an appreciation for the 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 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 of 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 East Africa or Alaska.

Majors[Biochemistry](#)[Biology BA](#)[Biology BS](#)[Biology with Environmental Emphasis BA](#)[Biology with Environmental Emphasis BS](#)[Biology with Forestry Emphasis](#) (taken in part at SUNY-ESF)[Exercise Science – Applied Track](#)[Exercise Science – Graduate Track](#)[Pre-Pharmacy D](#) (with University of Buffalo)***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

Rebecca Williams

James Wolfe

Majors***Biochemistry Major***

BA/BS (39 hours in core; 19–24 corequisite 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 biomedical 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 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
Corequisites	Credits
CSCI 211 Programming I	4

MATH 181 Calculus I <i>or</i> MATH 170/171 Calculus I with Pre-calculus A and B <i>or</i> MATH 161 Calculus for the Life Sciences	4 or 4,4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
BADM/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 Major BA

BA (27–31 hours in core; 12–16 corequisite 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
Corequisites	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
PSY 309 Statistics <i>or</i> MATH 160/161 Calculus for the Life Sciences	4 <i>or</i> 4,4,
Total	12–16
Required Courses	Credits
BIOL 251 Genetics	4
BIOL 482 Senior Capstone: Senior Seminar	2
STEM 371 Career Seminar	1
Total	7
Organismal Biology	Credits
<i>Choose one course from the following:</i>	4
BIOL 207 Wildlife Behavior in East Africa	
BIOL 301 Field Botany	
BIOL 304 Herpetology	
BIOL 313 Ornithology	
BIOL 315 Marine Biology	
BIOL 322 General Ecology	
BIOL 336 Animal Behavior	
Total	4
Biology Electives above BIOL 152 (16 hours)	Credits
	16
Experiential Biology (0–4 hours)	Credits
BIOL 394 Research in Biology	
BIOL 202 Pre-Health Practicum	

Internship in Biology	
Off-campus Field Course (e.g., Au Sable)	
Shadowing/Observation/Internship Experience	
Summer Research Experience	
BIOL 201 EMT Basic Course	
Total	0–4
Total in major (not including prerequisites)	39–43

*This is the minimum coursework required for the major. Students should consult graduate programs of interest for additional requirements.

Biology Major BS

BS (31 hours in core; 20–24 corequisite 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
Corequisite Courses	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
CHEM 241 Organic Chemistry I	4
PHYS 151 General Physics I	4
MATH 181 Calculus I <i>or</i> MATH 160/161 Calculus for the Life Sciences	4 <i>or</i> 4,4
Total	20–24
Core Requirements	Credits
BIOL 251 Genetics	4
BIOL 322 General Ecology	4
BIOL 394 Research in Biology	4

BIOL 482 Biology Senior Capstone	2
STEM 371 Career Seminar	1
Total	15
Organismal Biology	Credits
<i>Choose one course from the following:</i>	4
BIOL 207 Wildlife Behavior in East Africa	
BIOL 301 Field Botany	
BIOL 304 Herpetology	
BIOL 313 Ornithology	
BIOL 315 Marine Biology	
BIOL 336 Animal Behavior	
Total	4
Biology Electives above BIOL 218 (12 hours)	Credits
	12
Total in major (not including prerequisites)	51–55
Recommended Courses	Credits
CHEM 332/334 Biochemistry I	4
PSY 309 Statistics	4

Biology Major (with Environmental Emphasis) BA

BA (26–30 hours in major; 12 corequisite hours; 8 prerequisite hours)

The BA in Environmental Biology at Houghton takes advantage of the College's location on 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 New York State 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: <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
Corequisites	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
BIOL 250 Environmental Science	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 (<i>Choose from list below</i>)	4–8
Biology course(s) at the AuSable Institute of Environmental Studies (max. 8 hours)	
Field course at another accredited institution	
Significant intern or work experience	
Biology Electives if necessary to total at least 26 hours	
Total	26–30

Recommended Courses	Credits
SRWM 401 Natural Resource Management	3
BADM/PSY 309 Statistics	3 or 4
Total in major (not including prerequisites)	38–42

Biology Major (with Environmental Emphasis) BS

BS (27–31 hours in major; 32–36 corequisite hours; 8 prerequisite hours)

The BS in Environmental Biology at Houghton takes advantage of the College's location on 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 New York State 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

Corequisites	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
BIOL 250 Environmental Science	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 <i>or</i> MATH 170/171 Calculus I with Pre-calculus A and B <i>or</i> MATH 161 Calculus for the Life Sciences	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 One course with zoological emphasis	4
STEM 371 Career Seminar	1
Field Experience (<i>Choose from list below</i>)	4–8 total
Biology course(s) at the AuSable Institute of Environmental Studies (max. 8 hours)	4–8
Field course at another accredited institution	4
Significant intern or work experience	
Biology Elective if necessary to total at least 27 hours	
Total	27–31
Recommended Courses	Credits
SRWM 401 Natural Resource Management	3
SOC 309 Statistics	3 or 4
Total in major (not including prerequisites)	59–67

Biology Major with Forestry Emphasis

BA/BS (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 <i>or</i> ECON 211 Principles of Macroeconomics	3
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL, CHEM <i>or</i> PHYS – Science course with lab	4
MATH 181 Calculus I <i>or</i> MATH 170/171 Calculus I with Pre-calculus A and B <i>or</i> MATH 161 Calculus for the Life Sciences	4 <i>or</i> 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	4
Remote Sensing and Geographic Information Technology	3
8 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	
Silviculture	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.

Exercise Science Major (with Applied Track) BS

BS (34 hours in core; 27-29 corequisite hours; 8 prerequisite hours)

The BS in Exercise Science with Applied Track takes advantage of the College's participation in NCAA Division III Athletics, and its location in the underserved population of Allegany County in Western NY, to provide students with ample opportunities for hands-on laboratory training and firsthand clinical experience. The BS in Exercise Science with Applied Track prepares students for immediate certification and job entry. Graduates can go on to graduate school in physical therapy, occupational therapy, athletic training, and physical therapy assistant programs. The BS emphasizes Christ-centered and rigorous preparatory coursework in anatomy and physiology, exercise physiology, kinesiology and first aid certification as well as hands-on field experiences in a variety of clinical settings to help accumulate shadowing hours. Upon completion of the degree, students will understand injury and illness prevention, appreciate how diet can affect the body, learn how to condition the body, be able to ask research questions related to nutrition and exercise, and be knowledgeable about the many facets of the human body, from bones and muscles to skin and tissue.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Core Requirements	Credits
BIOL 210 Medical Terminology	2

BIOL 217 Human Anatomy & Physiology I	4
BIOL 218 Human Anatomy & Physiology II	4
BIOL 275 Injury Evaluation & Management	3
BIOL 277 Therapeutic Exercise & Rehabilitation	3
BIOL 345 Exercise Physiology	4
BIOL 347 Kinesiology	4
BIOL 352 Pre-PT Field Experience I & BIOL 353 Pre-Pt Field Experience II	2,2
PSY 309 Statistics	4
SRWM 308 First Aid & Safety	2
Total	34
Additional Requirements	Credits
COMM 101 Presentational Speaking <i>or</i> COMM 215 Interpersonal Communication	2
PSY 111 Introduction to Psychology	3
PSY 200-level or higher	3–4
SRWM 475 Professional Development	1
SRWM 481 Senior Capstone Seminar	2
Total	12–13
Required Minor (<i>choose from preapproved list below or approval from BIOL chair</i>)	Credits
Athletic Administration & Sport Management/Equine-Assisted Therapy/Health Promotion & Fitness/Recreation/Sports Ministry	15–16
Recommended Courses	Credits
BIOL 232 Epidemiology	2
COMM 105 Introduction to Human Communication	3
PHIL 240 Medical Ethics	3
SOC 101 Introduction to Sociology	3
Total in major (not including prerequisites)	61–63

Exercise Science Major (with Graduate Track) BS

BS (34 hours in core; 27–29 corequisite hours; 8 prerequisite hours)

The BS in Exercise Science with Graduate Track takes advantage of the College's participation in NCAA Division III Athletics, and its location in the underserved population of Allegany County in Western NY, to provide students with ample opportunities for hands-on laboratory training and firsthand clinical

experience. The BS in Exercise Science with Graduate Track prepares students for additional post-graduate studies. Graduates can go on to work in sports coaching, sports ministry, personal training, strength and conditioning, exercise physiology, athletic administration, sports management, equine-assisted therapy, rehabilitation, health fitness centers, athletic performance centers, or other commercial or corporate wellness or fitness centers. The BS emphasizes Christ-centered and rigorous preparatory coursework in anatomy and physiology, exercise physiology, kinesiology and first aid certification as well as hands-on field experiences in a variety of clinical settings to help accumulate shadowing hours. Upon completion of the degree, students will understand injury and illness prevention, appreciate how diet can affect the body, learn how to condition the body, be able to ask research questions related to nutrition and exercise, and be knowledgeable about the many facets of the human body, from bones and muscles to skin and tissue.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Core Requirements	Credits
BIOL 210 Medical Terminology	2
BIOL 217 Human Anatomy & Physiology I	4
BIOL 218 Human Anatomy & Physiology II	4
BIOL 275 Injury Evaluation & Management	3
BIOL 277 Therapeutic Exercise & Rehabilitation	3
BIOL 345 Exercise Physiology	4
BIOL 347 Kinesiology	4
BIOL 352 Pre-PT Field Experience I & BIOL 353 Pre-Pt Field Experience II	2,2
PSY 309 Statistics	4
SRWM 308 First Aid & Safety	2
Total	34
Additional Requirements	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	3
BIOL 251 Genetics	4
BIOL 482 Biology Senior Capstone	2
STEM 371 Career Seminar	1
Total	15
Electives (<i>choose 6 hours of classes from the list below in consultation with your advisor</i>)	Credits

CHEM 187 Introduction to Nutrition	3
PSY 111 Introduction to Psychology	3
PSY 213 Developmental Psychology	3
PSY 217 Adolescence & Emerging Adulthood	3
PSY 230 Lifespan Development	3
PSY 305 Abnormal Psychology	3
PSY 335 Drugs & Behavior	3
PSY 321 Adult Development & Aging	3
Total	6
Electives (<i>choose 8 hours of classes from the list below in consultation with your advisor</i>)	Credits
BIOL 242 Microbiology	4
BIOL 344 Muscle Biology in Health & Disease	4
BIOL 355 Introduction to Neurobiology	4
BIOL 365 Immunology	4
BIOL 372 Advanced Vertebrate Physiology	4
BIOL 380 Pathogenic Microbes	4
Total in major (not including prerequisites)	63
Additional Electives (<i>needed for some graduate programs—consult advisor</i>)	
MATH 181 Calculus I	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
Recommended Courses	
BIOL 201 EMT Basic Course	2
BIOL 232 Epidemiology	2
COMM 101 Presentational Speaking	2
PHIL 240 Medical Ethics	3
PSY 330 Conflict Management	3
SOC 101 Introduction to Sociology	3
SRWM 295 ST: Personal Training	2
SRWM 295 ST: Strength & Conditioning	2

SRWM 315 Psychosocial Aspects of Sport	2
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Pre-Pharmacy Major (with University at Buffalo)

BA (from Houghton)/PharmD (from UB)

(26 hours in major; 8 corequisite 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 (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 completed with 26 hours in the major, 8 hours of prerequisites and 8 hours of corequisites. 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
Corequisites	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 I and II	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.

Minors

Biology Minor: 12 hours

12 hours above BIOL 151, 152

Forestry Minor: 14 hours

Forestry: (emphasis within the Biology 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).

SUNY-ESF Ranger School Required Prerequisites (courses taken at Houghton College: 32 credits)	Credits
ECON 210 Principles of Microeconomics <i>or</i> 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 <i>or</i> MATH 170/171 Calculus I with Pre-calculus A and B <i>or</i> MATH 161 Calculus for the Life Sciences	4 or 4,4
English with focus on writing (e.g., Writing in Liberal Arts)	6
Electives (Suggested areas: psychology, sociology, computer science, public speaking)	12
Total	32–36
Forestry Minor – courses taken during fall semester at SUNY-ESF Ranger School – 14 credits transfer to Houghton College for minor.	Credits
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	4
Remote Sensing and Geographic Information Technology	3

8 hours of additional coursework are included in the program but do NOT transfer back to Houghton.	
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Pre-Professional Preparation

Pre-Medical Interest

Allopathic (awarding an MD) and osteopathic (awarding a DO) 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 is 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 is necessary to maximize one's chances of being accepted to medical school. Students considering medical school should expect to work diligently from the very beginning of their college experience to ensure the 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. 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 [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 a BS in Nursing (BSN), accelerated BSN, MS 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 completing a BA or BS in another field at Houghton College, b) enroll in an accelerated MSN degree after completing a BA or BS in another field at Houghton College, or c) transfer to a BSN degree after completing two years at Houghton College.

Most students interested in pursuing nursing major in Biology or Chemistry, though many other majors are possible. If 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, non-governmental organizations, 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 students interested in pursuing nursing after 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 to transfer 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 I and II	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 BADM/PSY 309 or MATH 131 Principles of 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 might 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 I and II	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 BADM/PSY 309 or MATH 131 Principles of 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
MISS 241 History of the Global Christian Movement	3
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 (31 hours in core; 20–24 corequisite hours; 8 prerequisite hours; 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
Corequisites	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 160/161 Calculus for the Life Sciences	4 or 4,4
Total	20–24
Required Major Courses	Credits
BIOL 217, 218 Human Anatomy and Physiology I and II	4,4
BIOL 251 Genetics	4
BIOL 345 Exercise Physiology	4
BIOL 347 Kinesiology	4
BIOL XXX electives	8
BIOL 482 Senior Capstone: Senior Seminar	2
STEM 371 Career Seminar	1

Total	31
Pre-physical Therapy/Athletic Training Minor Courses	Credits
SRWM 308 First Aid and Safety	2
BIOL 275 Injury Evaluation and Management	3
BIOL 277 Therapeutic Exercise and Rehabilitation	3
BIOL 352 Pre-PT Field Experience I	2
BIOL 353 Pre-PT Field Experience II	2
PSY 309 Statistics	4
Total	16
Total in major and minor	75–79

A pre-physical therapy track is available for students 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. Ransom Poythress](#).

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 postsecondary education. They accept students without regard for 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](#).

Business and Economics

Deborah Rice, Chair | <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 Christlike scholar-servants who will steward the resources of for-profit, not-for-profit and service organizations.

Majors[Accounting](#)[Business Administration](#)[Human Resources Management*](#)[Integrated Marketing Communication*](#)[Leadership Development*](#)[Organizational Management*](#)**Graduate Program**[Master of Business Administration \(MBA\)](#)**Pre-Professional**[4+1 Accelerated MBA](#)**Also Houghton Online Majors and Minors***Minors**[Accounting](#)[Business Administration](#)[Economics](#)[Human Resources Management*](#)[Integrated Marketing Communication*](#)[Leadership Development*](#)[Leadership Studies](#)[Organizational Management*](#)**Faculty**

Daniel C. Minchen

Joseph P. Miller

Deborah J. Rice

Graduate Program***Business Administration***

MBA (38 credits in the program)

Program requirements may be viewed under the [Online Department](#).**Majors*****Accounting Major (includes minor in Business Administration)***

BS (60–61 credits in the major; including 15 in corequisites)

Corequisites	Credits
BADM 201 Business Communication	3
ACCT 211 Financial Accounting	3
ACCT 212 Managerial Accounting	3
ECON 210 Principles of Microeconomics	3
ECON 211 Principles of Macroeconomics	3
Total	15
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/COMM 218 Marketing Principles	3
BADM/PSY 309 Statistics	3–4
BADM 310 Corporate Finance I	3
BADM 407 Investment Management	3
BADM 481 Senior Capstone: Strategic Management	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
ACCT 418 Advanced Accounting	3
ACCT 421 Internship	2
Total credits in major (including corequisites)	60–61

Sixty-two of the 124 undergraduate college credits must be in liberal arts courses.

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

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.

Business Administration Major

BS (50–51 credits in core; including 9 corequisite credits)

Corequisites	Credits
BADM 201 Business Communication	3
ECON 210 Principles of Microeconomics	3
ECON 211 Principles of Macroeconomics	3
Total	9
Core Courses	Credits

ACCT 211 Financial Accounting	3
ACCT 212 Managerial Accounting	3
BADM 212 Principles of Management	3
BADM 213 Business Law I or BADM 214 Business Law II	3
BADM/COMM 218 Marketing Principles	3
BADM/PSY 309 Statistics	3–4
BADM 310 Corporate Finance I	3
BADM 421 Internship in Business	2
BADM 481 Senior Capstone: Strategic Management	4
ECON XXX Economics elective	2
Total	29–30
Elective Business courses: 12 credits from the courses below.	Credits
<i>Elective hours may be used to develop an Area of Focus in one area below by taking 8 hours in that area.</i>	
Economics:	
ECON 213 America Economic History I (Colonial Era to 1865)	2
ECON 301 Money, Banking and Financial Markets	3
ECON 310 Intermediate Microeconomics	1–2
ECON 311 Intermediate Macroeconomics	1–2
ECON 315 Economics of Organization and Strategy	2
ECON 350 Economic Freedom	2
ECON XXX Economics elective	2
Management:	
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 Workplace Excellence	1–4
COMM/PSY 330 Conflict Management	3

Marketing:	
BADM 304 Social Media Marketing	3
BADM 319 Marketing Research	3
BADM/COMM 312 Advertising Principles	3
BADM/COMM 315 Public Relations Principles	3
BADM/COMM 335 Integrated Marketing Communication	3
BADM 340 eCommerce	3
Finance:	
BADM 407 Investment Management	3
BADM 431 Security Analysis and Portfolio Management	0–4
ECON 301 Money, Banking and Financial Markets	3
International Business:	
IBI 331, 339, 350, 390 International Business Institute	12
BADM 313 International Business	2
BADM 340 eCommerce	3
ECON 212 International Economics	2
An approved cross-cultural experience	2
International Economics:	
BADM 313 International Business	2
ECON 212 International Economics	2
ECON 237 Comparative Economics Systems	2
ECON 350 Economic Freedom	2
An approved cross-cultural experience	2
Total Elective Business Courses (**required for Area of Focus)	12
Total credits in major (including corequisites)	50–51

Internship: Internships are required of all students majoring in Business. Practical experience provides an excellent opportunity to link classroom theory with 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 2 but not more than 6 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 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 4 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 they focus on practical application of studied material and if they involve activity similar to that in the workplace. Examples of such courses include:

- BADM 431 – Security Analysis and 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.
- BADM 495 – Special Topics – Houghton Consulting Group provides small teams of students with an opportunity to work with a “client” on an identified business-related project.

These courses may be taken multiple semesters to meet the 2-hour internship minimum.

Other courses may meet the requirement if their primary focus is on practical application. An example is the ST: Field Audit conducted for SIL/Wycliffe in Ivory Coast, Thailand and Cameroon. For any course to meet the internship requirement, the intent 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.

Human Resources Management Major (BS Main Campus, BS or BBA Houghton Online)

BS or BBA (40 credits; 25 hours in core and 15 credits in major-specific courses)

Core Courses	Credits
ID 200 Student Success Seminar (Online students)	1
BADM 200 Business Writing	3
BADM 202 Accounting & Finance Principles	3
BADM 210 Fundamentals of Management	3

BADM/COMM 218 Marketing Principles	3
BADM/PSY 309 Statistics	3
BADM 475 Organizational Development	3
ECON 201 Introduction to Economics	3
PHIL 303 Organizational Ethics	3
Total Core Course Credits	25
Major-Specific Courses	Credits
BADM 314 Human Resources Management	3
BADM 345 Employment Law	3
BADM 446 Staffing & Performance Management	3
BADM 450 Managing Total Rewards	3
<i>Choose 3 credits from elective course options below</i>	3
BADM 320 Leadership Development (3) BADM 341 Work Team Dynamics (3) BADM 414 Workplace Excellence (3) BADM 448 Employee Training & Development (3)	
Total Credits in Major (includes core and major-specific credits)	40

Integrated Marketing Communication Major (BS Main Campus, BS or BBA Houghton Online)

BS or BBA (40 credits; 25 credits in core and 15 credits in major-specific courses)

Core Courses	Credits
ID 200 Student Success Seminar (Online students)	1
BADM 200 Business Writing	3
BADM 202 Accounting & Finance Principles	3
BADM 210 Fundamentals of Management	3
BADM/COMM 218 Marketing Principles	3
BADM/PSY 309 Statistics	3
BADM 475 Organizational Development	3
ECON 201 Introduction to Economics	3
PHIL 303 Organizational Ethics	3
Total Core Course Credits	25

Major-Specific Courses	Credits
BADM/COMM 304 Social Media Marketing	3
BADM/COMM 312 Advertising Principles	3
BADM/COMM 315 Public Relations Principles	3
BADM 319 Marketing Research	3
<i>Choose 3 credits from elective course options below</i>	3
BADM/COMM 335 Integrated Marketing Communication (3) COMM 215 Interpersonal Communication (3) PSY 218 Social Psychology (3) SOC 335 Diversity in the Workplace (3)	
Total Credits in Major (includes core and major-specific credits)	40

Leadership Development Major (BS Main Campus, BS or BBA Houghton Online)

BS or BBA (40 credits; 25 credits in core and 15 credits in major-specific courses)

Core Courses	Credits
ID 200 Student Success Seminar (Online students)	1
BADM 200 Business Writing	3
BADM 202 Accounting & Finance Principles	3
BADM 210 Fundamentals of Management	3
BADM/COMM 218 Marketing Principles	3
BADM/PSY 309 Statistics	3
BADM 475 Organizational Development	3
ECON 201 Introduction to Economics	3
PHIL 303 Organizational Ethics	3
Total Core Course Credits	25
Major-Specific Courses	Credits
BADM 320 Leadership Development	3
BADM 323 Leading Change	3
COMM 215 Interpersonal Communication	3
COMM/PSY 330 Conflict Management	3
<i>Choose 3 credits from elective course options below</i>	3

BADM 314 Human Resources Management (3) BADM 341 Work Team Dynamics (3) PSY 218 Social Psychology (3) SOC 335 Diversity in the Workplace (3)	
Total Credits in Major (includes core and major-specific credits)	40

Organizational Management Major (BS Main Campus, BS or BBA Houghton Online)

BS or BBA (40 credits; 25 credits in core and 15 credits in major-specific courses)

Core Courses	Credits
ID 200 Student Success Seminar (Online students)	1
BADM 200 Business Writing	3
BADM 202 Accounting & Finance Principles	3
BADM 210 Fundamentals of Management	3
BADM/COMM 218 Marketing Principles	3
BADM/PSY 309 Statistics	3
BADM 475 Organizational Development	3
ECON 201 Introduction to Economics	3
PHIL 303 Organizational Ethics	3
Total Core Course Credits	25
Major-Specific Courses	Credits
BADM 314 Human Resources Management	3
BADM 325 Project Management	3
BADM 330 Operations Management	3
BADM 341 Work Team Dynamics	3
<i>Choose 3 credits from elective course options below</i>	3
BADM 320 Leadership Development (3) BADM 323 Leading Change (3) COMM/PSY 330 Conflict Management (3) SOC 335 Diversity in the Workplace (3)	
Total Credits in Major (includes core and major-specific credits)	40

Minors

Important Note: Some courses in the following minors require pre/corequisites. Check course descriptions for clarification.

Accounting Minor: 15 credits

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
Choose 3 credits of ACCT electives	3
Total	15

Business Administration Minor: 15 credits

Required Courses	Credits
ACCT 211 Financial Accounting or BADM 202 Accounting & Finance Principles	3
BADM 212 Principles of Management or BADM 201 Business Communication	3
BADM 213 Business Law I or BADM 214 Business Law II	3
BADM/COMM 218 Marketing Principles or BADM 315 Public Relations Principles	3
ECON 210 Principles of Microeconomics or ECON 211 Principles of Macroeconomics	3
Total	15

Economics Minor: 15 credits

Required Courses	Credits
ECON 210 Principles of Microeconomics	3
ECON 211 Principles of Macroeconomics	3
Additional credits from ECON courses numbered 200 or above	9
Total	15

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.

Human Resources Management Minor: 15 credits (Main Campus & Houghton Online)

Required courses	Credits
BADM 314 Human Resources Management (Prerequisite BADM 210 or 212)	3

BADM 345 Employment Law	3
BADM 450 Managing Total Rewards	3
BADM 446 Staffing & Performance Management	3
<i>Additional 3 credits selected from following:</i>	3
BADM 320 Leadership Development (3) BADM 414 Workplace Excellence (3) BADM 448 Employee Training & Development (3) BADM 475 Organizational Development (3)	
Total	15

Integrated Marketing Communication Minor: 15 credits (Main Campus & Houghton Online)

Required courses	Credits
BADM/COMM 218 Marketing Principles	3
BADM/COMM 312 Advertising Principles	3
BADM/COMM 315 Public Relations Principles	3
BADM 319 Marketing Research	3
<i>Additional 3 credits selected from following:</i>	3
BADM/COMM 304 Social Media Marketing <i>or</i> BADM 340 eCommerce (3) BADM/COMM 335 Integrated Marketing Communication (3) COMM 314 New Media and Society (3) PSY 218 Social Psychology (3)	
Total	15

Leadership Development Minor: 15 credits (Main Campus & Houghton Online)

Required courses	Credits
BADM 210 Fundamentals of Management <i>or</i> BADM 212 Principles of Management	3
BADM 320 Leadership Development	3
BADM 323 Leading Change	3
COMM 215 Interpersonal Communication	3
<i>Additional 3 credits selected from following:</i>	3
BADM 341 Work Team Dynamics (3) BADM 475 Organizational Development (3) COMM/PSY 330 Conflict Management (3) PSY 218 Social Psychology <i>or</i> PSY 301 Psychology of Personality (3)	

Total	15
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Leadership Studies Minor: 14 credits

Required courses	Credits
BADM 320 Leadership Development	3
<i>Additional 11 credits selected from the following (from at least two disciplines):</i>	11
BADM 201 Business Communication (3) BADM 212 Principles of Management (3) BADM 320 Leadership Development (3) COMM 215 Interpersonal Communication (3) COMM 216 Organizational Communication (3) COMM/PSY 330 Conflict Management (3) INCL 310 Intercultural Competencies (4) MBCM 320 Artist Management and Development Internship (1–4) MIN 317 Leadership in the Church (3) SRWM 229 Outdoor Leadership Training (3) THEL 320 Spiritual Formation (4) THEL 327 Church, Mission and Culture (3)	
Total	14

This cross-disciplinary minor in Leadership Studies can alternatively be earned by completing the LIFT (Leaders in Further Training) discipleship training program (run by Camp of the Woods) with the addition of BADM 320 Leadership Development. Students can earn 12 credits through this program.

Organizational Management Minor: 15 credits (Main Campus & Houghton Online)

Required Courses	Credits
BADM 202 Accounting and Finance Principles <i>or</i> ACCT 211 Financial Accounting	3
BADM 210 Fundamentals of Management <i>or</i> 212 Principles of Management	3
BADM 314 Human Resources Management	3
BADM 320 Leadership Development	3
<i>Additional 3 credits selected from following:</i>	3

BADM 303 Entrepreneurship (3) BADM 341 Work Team Dynamics (3) BADM 448 Employee Training & Development (3) BADM 475 Organizational Development or BADM 330 Operations Management (3)	
Total	15

An Organizational Management minor provides students from various majors with some of the background and expertise they may need for supervisory and administrative roles in various organizations. In particular, it may prove helpful to those assuming duties in church, parachurch and other service organizations.

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 in the MBA program. Students can consult their advisor for information about the courses to select and specific graduate requirements.

Houghton currently has 4+1 agreements with Alfred University, Clarkson University, Niagara University, Rochester Institute of Technology and St. Bonaventure University.

Chapel at Crosspoint

This program in Christian Ministries is accomplished in partnership with The Chapel at Crosspoint, located in Getzville, NY. 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.

Faculty

Jonathan Drake

Deone Drake

David Drake

Gerald Gillis

Kim Holet

Jason Pappas

Jessica Pappas

Major

Christian Ministries Major (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 and new Eastside location. General Education requirements can be completed through the Houghton College Buffalo AA program (housed at the First Presbyterian Church at Symphony Circle) or through Houghton College Online courses. Courses are taught by local faculty supervised by Houghton College faculty in their areas of expertise.

The AAS curriculum consists of 21 hours in General Education requirements, including 3 hours of church internship, 24 hours in required ministry courses and a 15-hour concentration in Bible.

General Education 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
9 additional hours in General Education to total 21 hours (<i>chosen from Art, Communications, History, Music, Political Science, Psychology or Sociology</i>)	9
Total	21
Major Required Courses	Credits
CMIN 193 Spiritual Formation	3
CMIN 197 Missional Thought and Behavior <i>or</i> CMIN 240 The African-American Church Experience	3
CMIN 196 Theological Studies I	3
CMIN 230 Theological Studies II	3
CMIN 250 Ministry Leadership	3
CMIN 256 Church History	3
THEL 295 Themes and Issues in Church	1
CMIN 289 Internship	2
<i>Choose one course from Pastoral Counseling, Marriage and Family Counseling, or Special Topics</i>	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

Chemistry

Karen E. Torraca, Chair | <http://www.houghton.edu/chemistry/> | 585.567.9383

Majoring in Chemistry at Houghton College is a great way to prepare for a career in one of the health professions or 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 or Biochemistry 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

Majors

Biochemistry Major

BA/BS (39 hours in core; 19–24 corequisite 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 biomedical 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
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BIOL 152 General Biology: Cellular Biology and Genetics	4
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
Total	12
Corequisites	Credits
CSCI 211 Programming I	4
MATH 181 Calculus I <i>or</i> MATH 170/171 Calculus I with Pre-calculus A and B <i>or</i> MATH 161 Calculus for the Life Sciences	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

Chemistry Major BA

BA (28 hours in core; 20–24 corequisite hours; 8 prerequisite hours)

The BA Chemistry major is designed for medical school preparation (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
Corequisites	Credits
PHYS 151, 152 General Physics I, II	4,4
MATH 181 Calculus I <i>or</i> MATH 170/171 Calculus I with Pre-calculus A and B <i>or</i> MATH 161 Calculus for the Life Sciences	4 or 4,4
MATH 182 Calculus II	4
MATH 241 Differential Equations <i>or</i> 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 Major BS

BS (36 hours in core; 20–24 corequisite 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
Corequisites	Credits

PHYS 151, 152 General Physics I, II	4,4
MATH 181 Calculus I <i>or</i> MATH 170/171 Calculus I with Pre-calculus A and B <i>or</i> MATH 161 Calculus for the Life Sciences	4 or 4,4
MATH 182 Calculus II	4
MATH 241 Differential Equations <i>or</i> 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 Capstone: Chemistry Seminar	1
STEM 371 Career Seminar	1
8 additional hours in chemistry selected from courses numbered above 300, <i>including at least one of the following courses:</i>	8
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

Research strongly encouraged

Minor

Chemistry Minor: 12 hours

The minor in Chemistry consists of at least 12 CHEM credit hours at 200-level or above.

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 are Fall Orientation and Transitions 102: Succeeding at Houghton (a required course for first-year students during their first semester on campus).

Fall Orientation gives all new students and their families a chance to have the campus 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 | <http://www.houghton.edu/communication/> | 585.567.9462

Whether one seeks a career in broadcasting, journalism, public relations, advertising, government service, community development, law, business, teaching or 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, recognize and choose from among various communication strategies, and use language and images to create messages that are sensitive to the audience and help 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

Majors

Communication Major (No Concentration)

BA/BS (18 hours in core; 17–28 hours of elective courses)

Major Core – Required	Credits
COMM 101 Presentational Speaking	2
COMM 115 Foundations of Digital Communication	2
COMM 205 Introduction to Communication Theory	3

COMM 214 Introduction to Mass Media	3
COMM 215 Interpersonal Communication	3
COMM 216 Organizational Communication	3
COMM 417 Seminar in Public Communication	2
Total	18
Elective Courses	Credits
In consultation with an advisor, the student should choose seven elective courses with a COMM prefix.	
Total	17–18
Total in major (including prerequisite)	35–36

Communication Major with Concentration in Integrated Marketing

BA/BS (18 hours in core; 20–24 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.

Major Core – Required	Credits
COMM 101 Presentational Speaking	2
COMM 115 Foundations of Digital Communication	2
COMM 205 Introduction to Communication Theory	3
COMM 214 Introduction to Mass Media	3
COMM 215 Interpersonal Communication	3
COMM 216 Organizational Communication	3
COMM 417 Seminar in Public Communication	2
Total	18
Concentration Courses – Required	Credits
COMM (BADM) 218 Marketing Principles	3
COMM (BADM) 312 Advertising Principles	3
COMM (BADM) 315 Public Relations Principles	3

BADM 319 Marketing Research	3
Concentration Required Courses Total	12
Concentration Electives	Credits
<i>Three electives, including at least one writing course and at least 8 hours total, chosen from:</i>	
COMM 228 Digital Video I COMM 232 Introduction to Web Communication COMM 243 Graphic Design I COMM 283 Introduction to Digital Photography COMM 284 Introduction to Digital Imaging COMM 289, 389, 489 Internship COMM 295, 395 Special Topics COMM 304 Social Media Marketing COMM 314 New Media & Society COMM 316 Advanced Presentational Speaking COMM 345 Graphic Design II COMM 380 Lighting for Still and Moving Image COMM 384 Digital Imaging II WRIT 214 Literary Nonfiction WRIT 216 Print Journalism WRIT 217 Professional Writing WRIT 312 Writing for Social Change	
Concentration Electives Total	8–12
Total in major and concentration (including prerequisite)	38–42

Communication Major with Media Arts and Visual Communication

BA/BS (18 hours in core; 24–28 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 nonprofit organizations, alternative political or social speech, media and performance art, documentary from a personal viewpoint, and storytelling/folklore are areas in which students can apply their knowledge and skills.

Major Core – Required	Credits
COMM 101 Presentational Speaking	2
COMM 115 Foundations of Digital Communication	2

COMM 205 Introduction to Communication Theory	3
COMM 214 Introduction to Mass Media	3
COMM 215 Interpersonal Communication	3
COMM 216 Organizational Communication	3
COMM 417 Seminar in Public Communication	2
Total	18
Concentration Courses – Required	Credits
COMM 243 Graphic Design I	4
COMM 284 Introduction to Digital Imaging	4
COMM 228 Digital Video I <i>or</i> COMM 224 Motion Media Design and Animation I	4
Concentration Required Courses Total	12
Concentration Electives	Credits
<i>Four electives (at least 12 hours)* chosen from:</i>	
COMM 207 Introduction to Pro Tools	
COMM 208 Pro Tools Production I	
COMM 224 Motion Media Design and Animation I	
COMM 228 Digital Video I	
COMM 232 Intro to Web Communication	
COMM 240 Intro to 3D Computer Graphics	
COMM 283 Intro to Digital Photography	
COMM 289, 389, 489 Internship	
COMM 295, 395, 495 Special Topics	
COMM 314 New Media and Society	
COMM 323 Motion Media Design and Animation II	
COMM 328 Digital Video II	
COMM 345 Graphic Design II	
COMM 380 Lighting for the Still and Moving Image	
COMM 382 Advanced Topics in Photography	
COMM 384 Digital Imaging II	
COMM 410 Media Arts: Advanced Projects	
COMM 479 Photographic Concepts and Professional Practices	
WRIT 304 Screenwriting	
* At least 8 hours of electives must be taken at the 300 level or above.	
Concentration Electives Total	12–16

Total in major and concentration (including prerequisite)	42–46
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Communication Major with Rhetorical Communication

BA/BS (18 hours in core; 19–25 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 message delivery.

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, workplace and 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 message consumers. This concentration is especially applicable to those students interested in law, politics and ministry.

Major Core – Required	Credits
COMM 101 Presentational Speaking	2
COMM 115 Foundations of Digital Communication	2
COMM 205 Introduction to Communication Theory	3
COMM 214 Introduction to Mass Media	3
COMM 215 Interpersonal Communication	3
COMM 216 Organizational Communication	3
COMM 417 Seminar in Public Communication	2
Total	18
Concentration Courses – Required	Credits
COMM 316 Advanced Presentational Speaking	2
COMM 319 American Public Address	3
Concentration Required Courses Total	5
Concentration Electives	Credits
<i>Five electives (at least 14 hours) chosen from:</i>	

COMM 244	Oral Performance of Literature	
COMM 289, 389, 489	Internship	
COMM 291, 391, 491	Independent Study	
COMM 295, 395, 495	Special Topics	
MIN 324	Principles of Expository Preaching	
PHIL 222	Logic and Critical Thinking	
WRIT 214	Literary Non-Fiction	
WRIT 216	Print Journalism	
WRIT 217	Professional Writing	
WRIT 316	Print Journalism II	
WRIT 312	Writing for Social Change	
Concentration Electives Total		14–20
Total in major and concentration (including prerequisite)		37–43

Minor

Communication Minor: 12–15 hours

Required Courses	Credits
COMM 205 Intro to Communication Theory	3
Three additional courses with COMM prefix for at least 9 hours total	9–12
Total	12–15

Education

Sunshine R. Sullivan, Chair | <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 steeped in content areas and 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 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 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 individual student teaching placements. 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.

General Information

Graduate Program

Literacy (MSEd)

Undergraduate Program

Majors

Adolescence Education (ADE)

Inclusive Adolescence Education (IADE)

Inclusive Childhood Education (ICE)*

Music Education (with a vocal, instrumental or composition emphasis: MEI, MEV, MEC)

**Must be accompanied by a concentration of at least 30 credits. See options listed below.*

Concentration Options for Inclusive Childhood Education Majors:

ICE Major with Art Concentration

ICE Major with Communication Concentration

ICE Major with English Concentration

ICE Major with Humanities Concentration

ICE Major with Intercultural Studies Conc.

ICE Major with Mathematics and Science Conc.

ICE Major with Mathematics Concentration

ICE Major with Music Concentration

ICE Major with Science Concentration

ICE Major with Social Studies Concentration

ICE Major with Writing Concentration

Minor

Education

Faculty

Martin J. Coates

Constance R. Finney

Cathy E. Freytag

Laura J. Hopkins

Sunshine R. Sullivan

Jeffrey L. Wiesman

Admission to the path within the Houghton College Teacher Education area is by application, and continuation on this path requires meeting the standards outlined below. The Teacher Education Committee considers 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 coursework in education (ADE/IADE majors must complete EDUC 219, 235 and 240; ICE majors must complete EDUC 114, 219, 235 and 240; students in ALL teacher education strands [ADE, IADE, ICE, 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 required contact hours (varies according to strand);
- Receive formal approval from the Teacher Education Committee.

Adolescence Education or Inclusive Adolescence Education majors seeking approval for student teaching outside the U.S. 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 with a cumulative GPA below the 2.7 shows reasonable potential for success in student teaching. When such a student is identified by the student’s Education department advisor and/or the student teacher coordinator, the student may prepare a letter of appeal (if the student’s 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 or Music Education 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 New York State 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 at <http://www.highered.nysed.gov/tcert/certificate/levelcert.html> or <http://www.highered.nysed.gov/tcert/certificate/teachrecother.html>.

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 the student's 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 only if they have petitioned and received special approval from the Teacher Education Committee prior to placement. (Please contact Martin Coates regarding the petition process.)

Music Education students are discouraged from taking applied lessons during the student teaching semester. If applied lessons are essential during this semester, a student must present a petition to the Teacher Education Committee prior to placement. If permission is granted by the Committee, students will not be permitted to register for more than 2 credits of applied lessons. (Please contact Martin Coates for information about the petition process.)

During the student teaching-related classes, students may not enroll in other college classes with the exception of EDUC 485.

Graduate Program

Literacy Education Program

MSEd (30–39*credits in the program)

Program requirements may be viewed under the [Online Department](#).

Undergraduate Program Majors

Adolescence Education Major (7–12)

BA (39 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 and physics. 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 3XX.

Students majoring in Adolescence Education must complete one of the following as an additional major: Augmented History (for social studies), Biology, Chemistry, English, Mathematics and Physics.

Required Courses	Credits
EDUC 202 Topics in Professionalism	0
EDUC 217 Education and American Culture	3
EDUC 219 Educational Psychology	3
EDUC 223 Adolescent Literature	3
EDUC 235 Educating Exceptional Learners	3
EDUC 240 Teaching in Urban America	2
EDUC 313 Language, Literacy and Curriculum Integration for Diverse Learners	3
EDUC 338 Inclusive Curriculum and Assessment in Secondary Classrooms	4
EDUC 331 Secondary Teaching: General Methods	2
EDUC 33X Secondary Teaching: Content Methods and 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 400 Student Teaching and Certification Orientation	0
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)	39

Inclusive Adolescence Education Major

BA (43 hours in core; 24 corequisite 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 corequisite hours in the core content areas. 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 and Physics. 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	3
EDUC 219 Educational Psychology	3
EDUC 223 Adolescent Literature	3
EDUC 235 Educating Exceptional Learners	3
EDUC 240 Teaching in Urban America	2
EDUC 313 Language, Literacy and Curriculum Integration for Diverse Learners	3
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

Required Courses	Credits
EDUC 33X Secondary Teaching: Content Methods and Practicum	2
332 English Methods	
333 Foreign Language Methods	
334 Math Methods	
335 Science Methods	
336 Social Studies Methods	
EDUC 400 Student Teaching and Certification Orientation	0
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
Corequisite courses	24
Total in major (including prerequisites)	67

Inclusive Childhood Education Major

BS (54 hours in core; min. 30 hours in concentration, see concentration list)

This major prepares students to teach at the elementary level (grades 1 through 6) 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.

Major Requirements	Credits
EDUC 114 Mathematical Concepts and Reasoning	4
EDUC 202 Topics in Professionalism	0
EDUC 217 Education and American Culture	3
EDUC 219 Educational Psychology	3
EDUC 221 Children's Literature	3
EDUC 235 Educating Exceptional Learners	3
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	3
EDUC 329 Foundations of Language and Literacy for Diverse Learners II	3
EDUC 341 Social Studies in Inclusive Classrooms	2
EDUC 342 Math and Science in Inclusive Classrooms	4
EDUC 400 Student Teaching and Certification Orientation	0
EDUC 408 Inclusive Childhood Student Teaching	12
EDUC 425 Issues in Inclusive Education II	2
EDUC 485 Senior Capstone: Seminar on Reflective Teaching	2
Total	54
Second major or concentration chosen from list below	30–32
Total in major and concentration (not including prerequisites)	89–91

Students will choose either a) a concentration in Art, Communication, English, Humanities, Intercultural Studies, Mathematics, Math/Science, Science, Music, Social Studies 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 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.)

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

BS (54 hours in core; min. 32 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 Two-Dimensional Design	2
ART 242 Three-Dimensional Design	2
Art 211 Drawing I	2
Art History (<i>Choose at least three courses from the following</i>)	12
ART 132 Art and Architecture in Europe	
ART 231 Ancient Art History	
ART 232 Renaissance and Baroque Art History	

ART 236 Asian Art History Survey	
ART 237 Modern and Contemporary Art History	
ART 314 Art and History of Film	
Studio Concentration (studio coursework at or above 200 level)	12
Total in concentration	32

Inclusive Childhood Education Major with Communication Concentration

BS (54 hours in core; 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	3
COMM 214 Intro to Mass Media	3
COMM 215 Interpersonal Communication	3
COMM 216 Organizational Communication	3
Core Total	12
Electives	Credits
Select additional Communication elective courses from the list below with input from advisor(s). At least <u>three</u> of your electives must carry a COMM prefix. If you intend to take COMM 228, COMM 232, COMM 243 or COMM 284, you <i>must take the prerequisite course, COMM 115: Foundations of Digital Communication.</i>	
COMM 115 Foundations of Digital Communication	2
COMM 228 Digital Video I	4
COMM 232 Intro to Web Communication	4
COMM 243 Graphic Design I	4
COMM 244 Oral Performance of Literature	4
COMM 284 Digital Imaging I	4
COMM 314 New Media and Society	3
COMM 316 Advanced Presentational Speaking	2

COMM 319 American Public Address	3
COMM/PSY 330 Conflict Management	3
COMM 417 Seminar in Public Communication	2
ART 314 The Art of History and Film	4
PHIL 222 Logic and Critical Thinking	3
PSY 326 Family Systems Theory through Film	3
WRIT 214 Literary Nonfiction	3
WRIT 217 Professional Writing	3
WRIT 304 Screenwriting	3
WRIT 312 Writing for Social Change	3
Total	16
Other electives must be approved by the Chairs of the Communication and Education Departments.	
Total in concentration	30

Inclusive Childhood Education Major with English Concentration

BS (54 hours in core; min. 30 hours in concentration)

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

Prerequisite (<i>Choose one course from the following</i>)	Credits
WRIT 101 Writing in the Liberal Arts	3
ENGL 301 Critical Approaches to Literature	3
Total	3
Core Courses	Credits
One course before 1700 (options include): ENGL 111 English Renaissance Literature ENGL 335 Major Author: Milton ENGL 350 Major Author Shakespeare ENGL 390 Special Topics in Literature as approved for this category	3
One course between 1700 and 1900 (options include): ENGL 312 Literature in the Age of Enlightenment ENGL 313 Romanticism in Literature and Culture ENGL 314 Victorian Literature and Culture ENGL 390 Special Topics in Literature as approved for this category	3

One course 1900-Present (options include): ENGL 315 Modern and Contemporary Drama ENGL 320 Modern and Contemporary British Poetry ENGL 321 Modern and Contemporary English Fiction ENGL 390 Special Topics in Literature as approved for this category	3
Major Author (options include): ENGL 335 Major Author: Jane Austen, Emily Dickenson, John Milton, the Brontës, etc. ENGL 350 Major Author: Shakespeare	3
Total	12
Electives	Credits
Select additional ENGL/WRIT elective courses with input from advisor(s). (max. WRIT electives = 6 credits) *EDUC 221 Children's Literature and EDUC 223 Adolescent Literature are also permissible electives for this concentration.	15–16
Total in concentration	30

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

BS (54 hours in core; min. 30 hours in concentration)

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

Core Courses	Credits
HUM 101 Enduring Questions: The Ancient and Medieval World	3
HUM 102 Enduring Questions: The Early Modern World	3
HUM 201 Enduring Questions: The Modern World	3
Any ENGL course	3
Any HIST course	3–4
Any PHIL course	3–4
Art History or Music History (choose from the ART/MHS electives listed below)	3–4
Total	21–24
Elective	Credits
Any ENGL course	
Any HIST course	
Any PHIL course	
Other Possible Electives	
ART 132 Art and Architecture in Context in Europe	
ART 231 Ancient Art History	
ART 232 Renaissance and Baroque Art History	
ART 234 Art and Architecture in Europe	

ART 237 Modern and Contemporary Western Art History ART 314 Art and History of Film MHS 222 Introduction to Film Music MHS 230 Music History and Literature I MHS 254 Music of World Cultures MHS 280 Music History and Literature II MHS 380 Music History and Literature III	
Total	6–7
Total in concentration	30

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

BS (54 hours in core; 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	3
INCL 243 Cultural Anthropology	3
INCL 310 Intercultural Competencies	3
INCL 311 Intercultural Experience	0–4
Total	9–13
Electives	Credits
<i>Select additional elective courses with input from advisor(s).</i> Suitable electives are any liberal arts courses that could be counted towards the Intercultural Studies Major, including the following:	
Core courses in the Intercultural Studies major not included above in the core for the Intercultural Studies Concentration	
Courses included in any of the Intercultural Studies Concentrations (International Development, Islamic Studies, Missions, Urban Studies, French, Spanish)	
Other electives listed as suitable for the Intercultural Studies major	
Total	17–21
Total in concentration	30

Inclusive Childhood Education Major with Mathematics and Science Concentration

BS (54 hours in core; min. 30 hours in concentration)

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

Mathematics Courses	Credits
EDUC 114 Mathematical Concepts and Reasoning	4
MATH 181 Calculus I	4
MATH 210 Introduction to Proofs	2
MATH elective(s) <i>*The intent is that math elective(s) should be at the 200 level or higher. <u>With permission</u> from the chairs of the Education and Math departments, STEM 140 <u>may</u> be a permissible option.</i>	0–4
Total	min. 14
Science Courses (Choose courses from at least two of the following areas)	Credits
Biology	
BIOL elective 151 or higher (if prerequisites are met)	4
BIOL elective 151 or higher (if prerequisites are met)	4
Chemistry	
CHEM elective 151 or higher (if prerequisites are met)	4
CHEM elective 151 or higher (if prerequisites are met)	4
Physics	
PHYS elective 151 or higher (if prerequisites are met)	4
PHYS elective 151 or higher (if prerequisites are met)	4
STEM (Up to 3 STEM 141/142 courses with different subtitles may be taken, for a total of 6 credits.)	
STEM 141 (meets Gen. Ed.)	2
STEM 142 (meets Gen. Ed.)	2
STEM 141/142	2
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 (54 hours in core; min. 30 hours in concentration)

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

Mathematics Courses	Credits
EDUC 114 Mathematical Concepts and Reasoning	4
MATH 181 Calculus I	4
MATH 182 Calculus II	4
MATH 210 Introduction to Proofs	2
Total <i>*Substitutions may be made under advisement and with the approval of the appropriate department chair(s).</i>	14
Mathematics and Computer Science Electives	Credits
<i>Choose courses from the following courses:</i>	
CSCI 211 Programming I (optional)	4
CSCI 218 Programming II (optional)	4
MATH 2XX	2–4
MATH 2XX	2–4
MATH 2XX	2–4
MATH 2XX	2–4
Total	16
Total in concentration	min. 30

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

BS (54 hours in core; 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.	Credits
MTH 101 Music Fundamentals Review	3
MTH 102 Music Fundamentals Review	3
MTH 220 Music Theory I and MTH 221 Musicianship I	4
MTH 227 Music Theory II and MTH 228 Musicianship II	4
MTH 325 Music Theory III and MTH 326 Musicianship III	4

MTH 327 Music Theory IV and MTH 328 Musicianship IV	4
Theory Total	16 min.
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 and Literature II	3
MHS 380 Music History and Literature III	3
Music History Total	9 min.
Ensemble Participation – Minimum 4 semesters of participation in major ensemble with or without credit (Credit does not count toward 30-credit minimum.)	Credits
Ensemble Total	0–4
Electives (Take electives from the list below, as needed, to reach at least 30 credits)	Credits
MHS 230 Music History I	3
MHS 490 Topics in Music History	3
MLT 4XX Instrument/Vocal Literature	2
Total	3–5
Total in concentration	min. 30

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

BS (54 hours in core; min. 30 hours in concentration)

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

Note: 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 elective 151 or above (if prerequisites are met)	4
BIOL elective 151 or above (if prerequisites are met)	4
BIOL elective 151 or above (if prerequisites are met)	4
Chemistry	Credits
CHEM elective 151 or above (if prerequisites are met)	4
CHEM elective 151 or above (if prerequisites are met)	4

CHEM elective 151 or above (if prerequisites are met)	4
Physics	Credits
PHYS elective 151 or above (if prerequisites are met)	4
PHYS elective 151 or above (if prerequisites are met)	4
PHYS elective 151 or above (if prerequisites are met)	4
STEM (Up to 3 STEM 141/142 courses with different subtitles may be taken, for a total of 6 credits.)	Credits
STEM 141 (meets Gen. Ed.)	2
STEM 142 (meets Gen. Ed.)	2
STEM 141/142	2
Total in concentration	min.

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 (54 hours in core; min. 30 hours in concentration)

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

History Courses (any History electives)	Credits
HIST elective	3–4
HIST elective	3–4
HIST elective	3–4
HIST elective	3–4
HIST elective	3–4
History Total	15–20
Political Science	Credits
<i>Choose one of the following courses:</i> POLS 205 In Search of Justice (meets Gen. Ed.) POLS 220 The American Political System POLS 375 Immigration and Citizenship	
Political Science Total	3
Economics	Credits

<i>Select one of the following courses:</i> ECON 201 Introduction to Economics ECON 210 Principles of Microeconomics ECON 211 Principles of Macroeconomics	
Economics Total	2–3
Social Science	Credits
<i>Choose 2 of the following classes</i> upon consultation with your curriculum advisor: PSY 213 Developmental Psychology (or other appropriate PSY elective with the approval of the appropriate dept. chairs) SOC 101 Introduction to Sociology: Sociological Imagination (meets Gen. Ed.) ANTH/INCL/SOC 243 Cultural Anthropology (meets Gen. Ed.) Any ECON course numbered 210 or above Any POLS course numbered 204 or above	
Social Science Total	6–8
Total in concentration	min. 30

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

BS (54 hours in core; min. 30 hours in concentration)

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

Prerequisite (<i>Choose one course from the following</i>)	Credits
WRIT 101 Writing in the Liberal Arts <i>or</i> ENGL 301 Critical Approaches to Literature	3
Total	3
Note: Students entering Houghton College with demonstrated <i>written competency</i> will need to select additional writing electives to ensure that they have earned a minimum of 30 credits. Credit transferred in will be 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 Nonfiction	3
At least TWO of the following: WRIT 211 Narrative and Personal Essay WRIT 301 Fiction WRIT 302 Poetry	6–9

Total	9–12
Electives	Credits
<i>Select additional ENGL/WRIT elective courses with input from advisor(s).</i> <i>*ENGL 202 Literary Voices is an acceptable elective for this concentration.</i> <i>*Up to 6 credits of ENGL electives are permissible.</i>	
Total	15–18
Total in concentration	30

Minor

Education Minor: 14–16 hours

Required Courses	Credits
EDUC 219 Educational Psychology	3
EDUC 217 Education and American Culture	3
EDUC 234 Educating Exceptional Learners	3
Required courses total	9
Electives – Choose two of the following courses in consultation with an Education Department faculty member.	Credits
EDUC 114 Mathematical Concepts and Reasoning	4
EDUC 221 Children's Literature	3
EDUC 223 Adolescent Literature	3
EDUC 240 Teaching in Urban America	2
Elective Total	5–7

An Education minor may be chosen by students who wish to broaden their understanding of the educational process yet are not seeking certification.

English and Writing

Susan Bruxvoort Lipscomb, Chair | <http://www.houghton.edu/english-and-writing/> | 585.567.9640

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.

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](#)***Minors***[English](#)[Writing](#)***Faculty***

Laurie A. Dashnau

Lori L. Huth

Susan Bruxvoort Lipscomb

Jesse Sharpe

Majors***English Major***

BA (34 hours in the major)

Required Courses	Credits
ENGL 301 Critical Approaches to Literature	3
One course in literature before 1700 (<i>examples below</i>): ENGL 213 English Literature I ENGL 311 English Renaissance Literature ENGL 350 Major Author: Shakespeare ENGL 335 Major Author: Milton	3
One course in literature between 1700 and 1900 (<i>examples below</i>): ENGL 312 Literature in the Age of Enlightenment ENGL 313 Romanticism in Literature and Culture ENGL 314 Victorian Literature and Culture ENGL 338 Development of the Novel	3
One course in literature from 1900 to the present (<i>examples below</i>): ENGL 315 Modern and Contemporary Drama ENGL 320 Modern and Contemporary British Poetry ENGL 321 Modern and Contemporary English Fiction ENGL 361 Contemporary World Literature ENGL 390 Special Topics in Literature as approved for this category	3
One Major Author course (<i>examples below</i>): ENGL 350 Major Author: Shakespeare ENGL 335 Major Author: Jane Austen, Emily Dickinson, John Milton, The Brontës, etc.	3
ENGL 416 Senior Capstone: Signature Presentation	1
Total	16
Electives	Credits
Any course in ENGL or up to 12 hours of WRIT (at the 200 or 300 level)	18

Total in major	34
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Writing Major

BA/BS (30 hours in major)

Required Courses	Credits
WRIT 214 Literary Nonfiction	3
Choose two from the following: WRIT 211 Narrative and Personal Essay WRIT 301 Fiction WRIT 302 Poetry	6
WRIT 401 Workshop	3
Electives	Credits
Any course WRIT at or above the 200 level and up to 9 hours of ENGL (at the 200 or 300 level)	18
Total in major	30

EDUC 221 may be used by majors in Inclusive Childhood Education to count for the Writing major.

Minors***English Minor: 12 hours***

Students choosing a minor in English are required to take ENGL literature courses totaling 12 hours.

Writing Minor: 12 hours

A student may obtain a Writing minor by completing 12 hours of WRIT courses above the 100-level.

General Education

John Rowley, Director | <http://www.houghton.edu/academics/general-education/>

Houghton College General Education Requirements

The core of a liberal arts education at Houghton is found in the College's General Education requirements, which all students must satisfy. The General Education 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).

The General Education Requirements consist of nine course content areas: Biblical and Theological Studies, Mathematics, Natural Sciences, Writing, Humanities, Social Sciences, Arts, Wellness, and Language and Culture.

The specific outlines for the BA/BS/BFA and BMus degrees can be found below. PDF versions of these outlines can also be accessed from the [Registrar's Office website](#). For more information on General Education Requirements for transfer students, see the [Transfer Admission Information](#).

Requirements[BA/BS/BFA General Education Requirements](#)[BMus General Education Requirements](#)**General Education Requirements – BA/BS/BFA**

Credits	Course	Notes
	Biblical and Theological Studies	
9	BIBL 101 Biblical Literature (3)	
	THEL 209 Introduction to Christianity (3)	<i>THEL 209 is met by Honors in London and East Meets West</i>
	Additional BIBL or THEL course (3)	
	<i>* Eligible students may replace two of these three courses with INTS 210: Scholastica: Scripture History and Creed (6).</i>	
	Mathematics	
2–4	<i>Choose one of the following:</i> STEM 140 Reason & Abstraction (2) MATH 181 Calculus I (4) MATH 141 Mathematical Explorations (2) Any MATH course numbered 160 or higher (2–4) DSCI 211 Data Science I (4)	<i>Also met by Science Honors</i>
	Natural Sciences	
4	STEM 141 Science as a Human Endeavor (2)	<i>Entire category met by Science Honors, completing science major or minor, 16 hrs of lab science courses or BIOL 207.</i>
	STEM 142 Science and Society (2)	
	Writing	
6	WRIT 101 Writing in the Liberal Arts	<i>Also met by SAT verbal score greater than 600, ACT Writing score greater than 26 or Science Honors.</i>
	One Writing-Enriched Course (from the following): BIOL 482 Senior Capstone: Senior Seminar ENGL 301 Critical Approaches to Literature EDUC 485 Senior Capstone: Seminar on Reflective Teaching IDEV 482 Senior Capstone: International Development Seminar IDEV 484 Integrative Senior Seminar INCL 482 Senior Capstone: Intercultural Seminar MED 419 Student Teaching Seminar MHS 230/280/380: Music History and Literature 1/2/3 PHYS 482 Senior Capstone: Physics Seminar	<i>Also met by Honors in London or East Meets West</i>

	WRIT 211 Narrative and Personal Essay WRIT 214 Literary Non-Fiction WRIT 217 Professional Writing WRIT 301 Writing Fiction WRIT 307 Writing about Spiritual Experience WRIT 312 Writing for Social Change WRIT 320 Special Topics: Feature Writing	
	Humanities	
9	HUM 101 The Ancient and Medieval World (3)	<i>Entire category met by Honors in London or East Meets West</i>
	HUM 102 The Early Modern World (3)	
	HUM 201 The Late-Modern World (3)	
	Social Sciences	
6	<i>Choose two of the following courses with different prefixes:</i> COMM 205 Introduction to Communication Theory COMM 214 Introduction to Mass Media ECON 210 Principles of Microeconomics ECON 211 Principles of Macroeconomics INCL /ANTH/SOC 243 Cultural Anthropology [‡] POLS 205 In Search of Justice PSY 111 Introduction to Psychology SOC 101 Introduction to Sociology	<i>Half this requirement met by Honors in London, East Meets West or Science Honors</i> [‡] Cultural Anthropology meets either Social Sciences or Changing World requirement, not both.
	Art and Music	
2–4	Any one course with an ART prefix <i>or one of the following music courses:</i> MHS 222 Introduction to Film Music MHS 230 Music History and Literature I MHS 254 Music of World Cultures MHS 280 Music History and Literature II MHS 380 Music History and Literature III MLT 211 Music and Listening MTH 101 Music Fundamentals I MTH 102 Music Fundamentals II Two semesters of Music Ensemble	<i>Also met by Honors in London or East Meets West</i>
	Transitions	
0/1	INTS 102 or 104 Transitions: Succeeding at Houghton College (0/1)	
	Wellness	
0–3	<i>One of the following:</i> PHED/SRWM 105 Wellness for Life	¹ <i>Athletes will verify their participation by enrolling in one of the following:</i> INTS 20 Intercollegiate Baseball (NC),

	PHED 115 Personal Health and Wellness PHED/SRWM 120 Lifetime Sports PHED/SRWM 237 Holistic Health PHED 330 Physiology of Exercise SRWM/REC 109 Highlander Adventure SRWM 220 Adventure Sports One season of participation in intercollegiate athletics ¹	<i>INTS 21 Intercollegiate Basketball (NC), INTS 22 Intercollegiate Cross-country (NC), INTS 23 Intercollegiate Field Hockey (NC), INTS 26 Intercollegiate Lacrosse (NC), INTS 27 Intercollegiate Track/Field (NC), INTS 28 Intercollegiate Softball (NC), INTS 29 Intercollegiate Soccer (NC), INTS 30 Intercollegiate Tennis (NC) or INTS 31 Intercollegiate Volleyball (NC)</i>
	Changing World	
6	<i>Choose two courses in the study of a world or Biblical language, the study of the contemporary global world, or some combination thereof:</i> Any SPAN/FREN/GERM/HEBR/GREK language course 3–4-credit language course taken while on study abroad ANTH/SOC 315 Human Ecology COMM/INCL 225 Intercultural Communication EDUC 240 Teaching in Urban America (for Education majors and minors only) ENGL 361 Contemporary World Literature IDEV 338 Issues in Development INCL 201 Introduction to Global Issues INCL/ANTH/SOC 243 Cultural Anthropology [†] INCL/ANTH 310 Intercultural Competencies INCL/MISS 361 Engaging the Muslim World LING 220 Introduction to Linguistics LING 312 Sociolinguistics MISS 242 Missions and the Global Church POLS/HIST/HUM 247 Switzerland: A Case Study in European Politics and Culture PSY 318 Psychology of Race and Racism SOC 350 Culture Change and Globalization	<i>Half of this requirement is met by Honors in London or East Meets West.</i> [†] Cultural Anthropology meets either Social Sciences or Changing World requirement, not both.
45–46	Total	

General Education Requirements – BMus

Credits	Courses	Notes
	Biblical and Theological Studies	

6	BIBL 101 Biblical Literature THEL 209 Introduction to Christianity	<i>BIBL 101 & THEL 209 may be replaced by INTS 210: Scholastica: Scripture History and Creed (6) for eligible students. THEL 209 is met by Honors in London and East Meets West.</i>
	Mathematics	
2–4	<i>Choose one of the following:</i> STEM 140 Reason & Abstraction MATH course (numbered 160 or higher) DSCI 211 Data Science I (4)	<i>Also met by Science Honors</i>
	Natural Sciences	
2	<i>Choose one of the following:</i> STEM 141 Science as a Human Endeavor or STEM 142 Science and Society	<i>Entire category met by Science Honors, completing science major or minor, 16 hrs of lab science courses or BIOL 207.</i>
	Writing	
3	WRIT 101 Writing in the Liberal Arts or One Writing-Enriched Course (from the following): BIOL 482 Senior Capstone: Senior Seminar ENGL 301 Critical Approaches to Literature EDUC 485 Senior Capstone: Seminar on Reflective Teaching IDEV 482 Senior Capstone: International Development Seminar IDEV 484 Integrative Senior Seminar INCL 482 Senior Capstone: Intercultural Seminar MED 419 Student Teaching Seminar MHS 230/280/380: Music History and Literature 1/2/3 PHYS 482 Senior Capstone: Physics Seminar WRIT 211 Narrative and Personal Essay WRIT 214 Literary Non-Fiction WRIT 217 Professional Writing WRIT 301 Writing Fiction WRIT 307 Writing about Spiritual Experience WRIT 312 Writing for Social Change WRIT 320 Special Topics: Feature Writing	<i>Also met by SAT verbal score greater than 600, ACT Writing score greater than 26 or Science Honors.</i> <i>If WRIT 101 is waived, choose a Writing-Enriched Course. The recommended sequence is MHS 230/280/380 Music History & Lit 1/2/3 (all three courses must be completed).</i>
	Humanities	
6	<i>Two of the following:</i> HUM 101 The Ancient and Medieval World (3) HUM 102 The Early Modern World (3) HUM 201 The Late-Modern World (3)	<i>Also met by Honors in London or East Meets West</i>
	Transitions	
0/1	INTS 102 or 104 Transitions: Succeeding at Houghton College (0/1)	

	Changing World	
3	<p>One course in the study of either a world language or the contemporary global world (<i>choose from the following</i>):</p> <p>Any SPAN/FREN/GERM/HEBR/GREK language course</p> <p>3–4-credit language course taken while on study abroad</p> <p>ANTH/SOC 315 Human Ecology</p> <p>COMM/INCL 225 Intercultural Communication</p> <p>EDUC 240 Teaching in Urban America (For Education majors and minors only)</p> <p>ENGL 361 Contemporary World Literature</p> <p>IDEV 338 Issues in Development</p> <p>INCL 201 Introduction to Global Issues</p> <p>INCL/ANTH/SOC 243 Cultural Anthropology[†]</p> <p>INCL/ANTH 310 Intercultural Competencies</p> <p>INCL/MISS 361 Engaging the Muslim World</p> <p>LING 220 Introduction to Linguistics</p> <p>LING 312 Sociolinguistics</p> <p>MISS 242 Missions and the Global Church</p> <p>POLS/HIST/HUM 247 Switzerland: A Case Study in European Politics and Culture</p> <p>PSY 318 Psychology of Race and Racism</p> <p>SOC 350 Culture Change and Globalization</p>	<p><i>Entire category met by Honors in London or East Meets West</i></p>
	Additional Electives	
9	<p><i>9 hours of additional electives from the following list with different prefixes:</i></p> <p>Any ART prefix course without a prerequisite</p> <p>Any ENGL prefix course without a prerequisite</p> <p>Any HIST prefix course without a prerequisite</p> <p>Any PHIL prefix course without a prerequisite</p> <p>Any WRIT prefix course without a prerequisite</p> <p>ANTH/INCL/SOC 243 Cultural Anthropology</p> <p>COMM 101 Presentational Speaking</p> <p>COMM 205 Introduction to Communication Theory</p> <p>COMM 214 Introduction to Mass Media</p> <p>ECON 210 Principles of Microeconomics</p> <p>ECON 211 Principles of Macroeconomics</p> <p>POLS 205 In Search of Justice</p> <p>PSY 111 Introduction to Psychology</p> <p>SOC 101 Introduction to Sociology</p>	
31–32	Total	

Global Studies

Marcus W. Dean, Chair | <http://www.houghton.edu/intercultural/> | 585.567.9634 | 585.567.9670

The mission of the Global 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 three majors. Intercultural Studies and International Development both draw 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; multicultural contexts in the U.S.; and the inner-city context.

Further, linguistic isolation has serious consequences in today's global society and impedes Christian service and sharing the Gospel. We seek, therefore, to provide an intellectual environment that facilitates mastery of foreign languages and linguistics. We offer a major in Spanish, a concentration and minor in Linguistics, and the introductory study of French and German. All majors and minors prepare students for today's multicultural job market and mutual learning across cultures. INCL and IDEV majors are required to have an intercultural experience or field practicum, and Spanish majors are required to study in a Spanish-speaking country.

Majors

[Intercultural Studies](#)

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

[Intercultural Studies Major with Missions Concentration](#)

[Intercultural Studies Major with Spanish Concentration](#)

[International Development](#)

Minors

[French Self-Designed minor](#)

[German Self-Designed minor](#)

[German Studies](#)

[Global Health](#)

[Intercultural Studies](#)

[International Development](#)

[Missions](#)

[Spanish](#)

Faculty

Marlene G. Collins-Blair

Marcus Dean

Walter Hopkins

Eli Knapp

Michael Ritter

Majors

Intercultural Studies Major

BA (25–36 hours; 20–28 in core; either 6–8 hours of electives or one 15–20-hour concentration)

The concentration options include International Development, Missions and Spanish.

Required Courses	Credits
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INCL 201 Introduction to Global Issues	3
INCL 243 Cultural Anthropology	3
INCL 310 Intercultural Competencies	3
INCL 311 Intercultural Experience	0–4
Conversation-level language (see advisor)	0–4
INCL 346 Governance & Development <i>or</i> IDEV 345 Community Organization & Development <i>or</i> ANTH 315 Human Ecology	4
INCL 350 Culture Change & Globalization	4
INCL 482 Senior Capstone: Intercultural Seminar	3
Total	20–28
Electives	Credits
Students not taking a concentration will take electives selected through advising from other courses within the department or from other approved areas.	6–8

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

BA (20–28 hours in major; 19–20 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.

See the [Intercultural Studies Major](#) for the major requirements.

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
<i>One course from the following:</i>	
ECON 210 Principles of Microeconomics <i>or</i> ECON 211 Principles of Macroeconomics	3
INCL 345 Peacebuilding: Genocide and Religious Diversity (Go-Ed)	3
INCL 442 Globalization and Islamization	4
Total	19–20

Total in major and concentration	39–48
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[Intercultural Studies Major with Missions Concentration](#)

BA (20–28 hours in major; 17–19 hours in concentration)

See the [Intercultural Studies Major](#) for the major requirements.

Missions Concentration Requirements	Credits
MISS 241 History of the Global Christian Movement <i>or</i> THEL 221 History of Christianity I	3
MISS 242 Missions and the Global Church	4
MISS 243 Introduction to Missiological Foundations (4) and Religion course focusing on major non-Christian religion (3)	7
Elective under advisement of Global Studies Chair (MISS, REL, LING, INCL, BIBL, THEL options)	3–4
Total	17–19
Total in major and concentration	37–47

[Intercultural Studies Major with Spanish Concentration](#)

BA (20–28 hours in major; 15 hours in concentration)

This concentration encourages students to progress in their fluency in Spanish. The Intercultural Studies department recognizes that the work for which we prepare students must be done in the language of the people we serve. Spanish is vital for service within all 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.

See the [Intercultural Studies Major](#) for the major requirements.

Major Requirements	Credits
INCL 201 Introduction to Global Issues	3
INCL 243 Cultural Anthropology	3
INCL 310 Intercultural Competencies	3
INCL 311 Intercultural Experience	0–4
INCL 346 Governance and Development <i>or</i> IDEV 345 Community Organization and Development <i>or</i> ANTH 315 Human Ecology	4
INCL 350 Culture Change and Globalization	4
INCL 482 Senior Capstone: Intercultural Seminar	3
Total	20–28

Spanish Concentration	
Conversation-level language (Students may start with Spanish 205. If placed higher, then Spanish 301 is the starting point for the concentration.)	0–4
15 credit hours above the course taken to meet the Conversation Requirement of the core; courses selected through advising	15
Total in major and concentration	35–43

International Development Major

BA (29–33 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, Organizational Management and Missions.

Required Courses	Credits
INCL 201 Introduction to Global Issues	3
INCL 243 Cultural Anthropology	3
INCL 310 Intercultural Competencies	3
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
IDEV 482 Senior Seminar <i>or</i> INCL 484 Integrative Senior Seminar	3 or 4
<i>One course from the following:</i>	
POLS 345 Community Organization and Development	4
SOC/ANTH 315 Human Ecology	4
INCL 347 Development Communication and Grant Writing	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	29–33

Minors

French Minor, Self-Designed: 12–14 hours

A 12–14-hour self-designed minor with courses beyond the 102 level as determined by arrangement with the chair of Global Studies Department. A special course of study is developed to meet the student's specific goals and is signed prior to taking the courses. The signed course of study is placed on file in the Registrar's Office.

German Minor, Self-Designed: 12–14 hours

A 12–14-hour self-designed minor with courses beyond the 102 level as determined by arrangement with the chair of the Global Studies Department. A special course of study is developed to meet the student's specific goals and is signed prior to taking the courses. The signed course of study is placed on file in the Registrar's Office.

German Studies Minor

Twelve hours of coursework, of which at least 6 hours are in German language study at any level and at least 3 hours are in the study of German, Austrian or Swiss history, politics or culture, broadly understood. Students may take additional or higher-level German courses in tutorial form (via approvals) or through study abroad.

Language Courses (<i>Choose at least 6 hours</i>)	Credits
GERM 101 German Level 1	3
GERM 102 German Level 2	3
Higher-level German course as tutorial (with approval)	3
Culture Courses (<i>Choose at least 3 hours</i>)	Credits
ART 234 Art and Architecture in Europe: Germany	4
HIST 368 The Reformation	4
POLS/HIST 295 ST: Luther as Political Thinker	3
POLS/HIST/HUM 247: Switzerland: A Case Study in European History, Politics and Culture	3–4
POLS/HIST/HUM 348 ST: Vienna 1900: Politico-Cultural Crisis and Creativity	3–4
THEL 333 Major Figures in Theology: Bonhoeffer	3
<i>Other Approved Study-Abroad Courses</i>	1–4
Total	12

Global Health Minor: 14 hours

Required Courses	Credits
PSY 309 Statistics OR POLS 212 Social Science Research Methods*	4
BIOL 232 Epidemiology (Mayterm)	2
INCL 201 Introduction to Global Issues	3

Electives (<i>Choose from the courses below to complete the required credit hours. Please note the recommendations at the bottom.</i>)	Credits
INCL 310 Intercultural Competencies**	3
SRWM 237 Holistic Health	3
PHIL 240 Medical Ethics	3
ANTH/SOC 315 Human Ecology (East Africa only)	4
BIOL 2XX or higher (with advisement) (BIOL 380 Pathogenic Microbes recommended – has prerequisite)	4
Other courses under advisement and Department approval	
Total credits	14–16
<i>*Recommended before Epidemiology</i>	
<i>**Recommended for Biology majors and other non-INCL majors</i>	

The minor in Global Health is an introduction to the field of global public health, which entails options and policies within domestic and international contexts. Its purpose is to provide a Christian liberal arts perspective for understanding the domain of global health, which facilitates the well-being of communities and populations in a holistic and sustainable way. The minor has a common core for all students and is then structured from elective courses to best complement the student's major.

Intercultural Studies Minor: 12–13 hours

Required Courses	Credits
INCL 201 Introduction to Global Issues	3
INCL 243 Cultural Anthropology	3
INCL 310 Intercultural Competencies	3
Option A	
INCL 311 Intercultural Experience	0–4
Elective to total 12 credits (if INCL 310 is done for less than 3; any INCL/IDEV/ANTH course)	1–2
Total Credits in Minor (Option A)	12
Option B	
Corequisite: at least 3 credit hours of any modern world language	3
INCL 350 Culture Change and Globalization	4
Total Credits in Minor (Option B)	13

International Development Minor: 14–17 hours

Required Courses	Credits
INCL 201 Introduction to Global Issues	3
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 350 Culture Change and Globalization	4
INCL 442 Globalization and Islamization	3–4
Total	14–17

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.

Missions Minor: 14–16 hours

Required Courses	Credits
MISS 241 History of the Global Christian Movement <i>or</i> THEL 221 History of Christianity I	3
MISS 242 Mission and the Global Church	4
MISS 243 Introduction to Missiological Foundations	4
Elective	Credits
Under advisement of Global Studies Chair (MISS, REL, LING, INCL, BIBL, THEL options)	3–4
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 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 coursework.

Spanish Minor: 12–14 hours

12–14 hours of SPAN courses beyond SPAN 102. The minor may also include SPAN 205 Intermediate Spanish. No more than 4 hours of Intermediate Spanish may be applied.

Greatbatch School of Music*

Armenio Suzano, Jr., Dean and Director | <http://www.houghton.edu/music/> | 585.567.9400

*See the [Graduate Bulletin](#) for information regarding graduate curricula, faculty and courses.

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 \(MEV\)](#)[Music Industry](#)[Music Performance – Instruments: Brass, Guitar, Percussion, Strings or Woodwinds](#)[Music Performance – Organ](#)[Music Performance – Piano](#)[Music Performance – Voice](#)[Music with Non-Music Elective Studies](#)[Music \(BA\)](#)***Minors***[Applied Music](#)[Elective Music](#)[Music Industry](#)***Faculty***

Matthew Amedio	Christopher Ashbaugh	Daniel David Black	Carlton Campbell
David Clem	Amanda K. Cox	Judy Congdon	Jason Decker
David Hanner	Sharon L. Johnson	Soo Yeon Kim	Megan Kyle
Elizabeth Liddick	Anton Machleder	Carrie Magin	Sara Massey
Angela McBrearty	Timothy McGarvey	William J. Newbrough	Luke Ogden
Victoria Pitre	Kimberly Prins Moeller	Derek Reiss	Russell Scarbrough
Brett Shurtliffe	Craig Sutherland	Armenio Suzano, Jr.	Suzanne Thomas
Rintaro Wada	Kathleen Weller	Colleen Wolf	Dustin Woodard

Majors

Music Composition Major

BMus (70–85 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 pursuing the BMus in Music Composition will begin applied study in Music Composition at level 201 in the freshman year, taking 2 credits per semester in the freshman and sophomore years, then taking 3 credits per semester in the junior year and fall of the senior year, returning to 2 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 as 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.

Students are also expected to complete applied study in their principal instrument or voice in addition to their compositional applied study. Students begin at level 201, taking 2 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 4 credit hours of study at or above PIAN 201 to meet the degree requirement.

Anyone whose principal instrument is woodwind, brass or percussion must register for and participate as needed in both Symphony Orchestra and Wind Ensemble unless excused by both the ensemble's director and the Dean of the GSoM.

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, minimum 6 hours at or above 301)	6–18
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 472 Vocal Pedagogy (Voice concentration only)	(2)
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory	16
Total	61–75
Advanced Coursework	Credits
At least one course chosen from MTH 458 Sixteenth Century Counterpoint, MTH 462 Form and Analysis, <i>or</i> 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	67–81

*As a culminating experience in any BMus 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](#).

The 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 considers 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 a professional disposition;
- Complete all State-mandated training sessions required for certification by the end of the sophomore year (completed in EDUC 202);
- Complete all required contact hours;
- Receive formal approval from the Teacher Education Committee; and
- Complete piano proficiency benchmarks I–VIII.

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

BMus (52–56 hours in music; 37 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 XXX Ensembles (7 semesters, 0 or 1 credit)	0
MUS 222, 223 or 224 Jazz Workshop	1
PIAN XXX Complete Piano Proficiency Benchmarks 1–8 (instrumental concentration only)	(1–6)
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 <i>chosen from the following courses:</i>	
MTH 458 Sixteenth Century Counterpoint, MTH 463 Form and Analysis, or MTH courses numbered 500 and above, with permission	3
Music Total	51–55
<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 the 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	3
EDUC 217 Education and American Culture	3
EDUC 235 Educating Exceptional Learners	3
MED 210 Field Experience in Music Education	2
MED 211 Workshop: Language Acquisition and Literacy Development	1
MED 227–242 Strings, Brass, Percussion, Woodwind Techniques	2,2,2,2
MED 351 Elementary School Methods	2
MED 354 Instrumental Methods	2
EDUC 400 Student Teaching and Certification Orientation	0
MED 403 Music Education Student Teaching: Elementary Level	6
MED 404 Music Education Student Teaching: Secondary Level	6

MED 419 Student Teaching Seminar	2
Professional Total	37
Total in major	89–93

*As a culminating experience in any BMus curriculum, the degree candidate shall successfully complete the senior capstone experience. Music Education majors prepare and present a solo half-recital and successfully complete music student teaching and its attendant seminar (MED 403, MED 404, MED 419).

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

BMus (54–64 hours in music courses; 37 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 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 XXX 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 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 472 Vocal Pedagogy (voice applied only)	(2)
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory*	16
Advanced theory course <i>chosen from the following courses</i> :	
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 the Music Fundamentals I and II (MTH 101 and 102) remedial track before entering the standard sequence of</i>	
Required Professional Education Courses	Credits
EDUC 202 Topics in Professionalism	0
EDUC 219 Educational Psychology	3
EDUC 217 Education and American Culture	3
EDUC 235 Educating Exceptional Learners	3
MED 210 Field Experience in Music Education	2
MED 211 Workshop: Language Acquisition and Literacy Development	1
MED 351 Elementary School Methods	2
MED 352 Secondary School Methods	2
EDUC 400 Student Teaching and Certification Orientation	0
MED 403 Music Education Student Teaching: Elementary Level	6
MED 404 Music Education Student Teaching: Secondary Level	6
MED 419 Student Teaching Seminar	2
MED 227–242 Strings, Brass, Percussion, Woodwind Techniques	2,2,2,2
Professional Total	37
Total in major (not including prerequisites)	91–101

*As a culminating experience in any BMus curriculum, the degree candidate shall successfully complete the senior capstone experience. Music Education majors prepare and present a solo half-recital and successfully complete music student teaching and its attendant seminar (MED 403, MED 404, MED 419).

Music Education Major with Instrumental Emphasis (MEI)

BMus (53–59 hours in music courses; 37 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 XXX Ensembles (7 semesters, with or without credit)	0
MUS 222, 223 or 224 Jazz Workshop	1
PIAN XXX Complete Piano Proficiency Benchmarks 1–8 (instrumental concentration only)	(1–6)
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	52–58
<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 the 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	3
EDUC 217 Education and American Culture	3
EDUC 235 Educating Exceptional Learners	3
MED 210 Field Experience in Music Education	2
MED 211 Workshop: Language Acquisition and Literacy Development	1
MED 227–242 Strings, Brass, Percussion, Woodwind Techniques	2,2,2,2
MED 351 Elementary School Methods	2
MED 354 Instrumental Methods	2
EDUC 400 Student Teaching and Certification Orientation	0
MED 403 Music Education Student Teaching: Elementary Level	6
MED 404 Music Education Student Teaching: Secondary Level	6
MED 419 Student Teaching Seminar	2
Professional Total	37
Total in major	89–96

*As a culminating experience in any BMus curriculum, the degree candidate shall successfully complete the senior capstone experience. Music Education majors prepare and present a solo half-recital and successfully complete music student teaching and its attendant seminar (MED 403, MED 404, MED 419).

Anyone whose principal instrument is woodwind, brass or percussion must register for and participate as needed in both Symphony Orchestra and Wind Ensemble unless excused by both the ensemble's director and the Dean of the GSoM.

Music Education Major with Vocal Emphasis (MEV)

BMus (56–62 hours in music courses; 37 hours in professional education courses)

Course Requirements	Credits
VOIC 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 XXX Ensembles (7 semesters, with or without credits)	0
MUS 353 Lyric Theatre	1
PIAN XXX Complete Piano Proficiency Benchmarks 1–8 (voice applied only)	(1–6)
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 472 Vocal Pedagogy	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory*	16
Music Total	55–61
<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 the 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	3
EDUC 217 Education and American Culture	3
EDUC 235 Educating Exceptional Learners	3
MED 210 Field Experience in Music Education	2
MED 211 Workshop: Language Acquisition and Literacy Development	1
MED 351 Elementary School Methods	2

MED 352 Secondary School Methods	2
EDUC 400 Student Teaching and Certification Orientation	0
MED 403 Music Education Student Teaching: Elementary Level	6
MED 404 Music Education Student Teaching: Secondary Level	6
MED 419 Student Teaching Seminar	2
MED 227–242 Strings, Brass, Percussion, Woodwind Techniques	2,2,2,2
Professional Total	37
Total in major	93–99

*As a culminating experience in any BMus curriculum, the degree candidate shall successfully complete the senior capstone experience. Music Education majors prepare and present a solo half-recital and successfully complete music student teaching and its attendant seminar (MED 403, MED 404, MED 419).

Music Industry Major

BS (81 hours)

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

Each student receives applied instruction starting the first day of classes using the latest equipment in our recording studios, multiple live concert venues and a 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 XXX 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 and 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	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 Rock and Roll and Commercial Music in the U.S.	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 (<i>complete at least 12 credits of the following</i>):	
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 (12):	
ECON 210 Principles of Microeconomics	3
BADM 202 Accounting and Finance for Non-Financial Managers	3
BADM 213 Business Law I	3
BADM 201 Business Communication	3
Total in major (not including prerequisites)	80

Music Performance Majors

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

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.

Anyone whose principal instrument is woodwind, brass or percussion must register for and participate as needed in both Symphony Orchestra and Wind Ensemble unless excused by both the ensemble's director and the Dean of the GSoM.

Music Performance Major – Instruments: Brass, Guitar, Percussion, Strings or Woodwinds

BMus (76–81 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 XXX Complete Piano Proficiency Benchmarks 1–8	1–6
PERF 385 Junior Recital	0
PERF 485 Senior Capstone: Senior Recital	0
MUS 229 Basic Conducting	2
MUS 430 Instrumental Conducting	2
MUS XXX 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
<i>Choose one of the following courses:</i>	(2)
MED 227 String Techniques	2
MED 240 Percussion Techniques	2
MED 241 Brass Techniques	2
MED 242 Woodwind Techniques	2
<i>Advanced Coursework: Choose at least one of the following MTH courses</i>	(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 BMus 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 Major – 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: <i>Choose at least one of the following MTH courses</i>	(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 BMus 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 Major – 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 XXX 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: <i>Choose at least one of the following MTH courses</i>	(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 BMus 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 Major – Voice

BMus (72–78 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
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VOIC 301–402 Voice (minimum 16 hours at or above VOIC 401)	28
PIAN 101 Piano Proficiency Benchmarks	1–6
PERF 385 Junior Recital	0
PERF 485 Senior Capstone: Senior Recital	0
MLT 460 Vocal Literature	2
MUS XXX Ensembles (0 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 472 Vocal Pedagogy	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship	16
Advanced Coursework: <i>Choose at least one of the following MTH courses</i>	(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)	72–78

As a culminating experience in any BMus 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 study 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 XXX Ensembles (with or without credit – 8 semesters)	0
MHS 230, 280, 380 Music History and Literature I–III	9
PIAN XXX Complete piano proficiency benchmarks 1–8	1–6
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 BMus curriculum, the degree candidate shall successfully complete the senior capstone experience. The BMus with Non-Music Elective Studies 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.

Music Major

BA (39–48 hours)

Course Requirements	Credits
INST 201–202 Applied Music (6 hours at or above INST 201 – 1 hour per semester for six semesters minimum)	6
MUS XXX 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 and Listening: An Introduction	3
MUS 250 Music in Christian Perspective	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory	16
PIAN XXX Complete piano proficiency benchmarks 1–6	1–6
Electives in Music (211 or above)	6
Senior Capstone – recital, thesis or internship	0–3

Total in major	39–48
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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.

Anyone whose principal instrument is woodwind, brass or percussion must register for and participate as needed in both Symphony Orchestra and Wind Ensemble unless excused by both the ensemble's director and the Dean of the GSoM.

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

Minors

Applied Music Minor: 16 hours

Sixteen hours in one performance area (minimum 8 hours at or above level 201 and one year in an appropriate ensemble), normally consisting of 14 hours of applied study and 2 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, flute, oboe, clarinet, saxophone, bassoon, percussion	Credits
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

Elective Music Minor: 16 hours

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 8 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's Office.

Music Industry Minor: 17 hours

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

History and Political Science

Peter C. Meilaender, Chair [<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, 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 U.S.; 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 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](#)***Minors***[History](#)[Political Science](#)***Pre-Professional***[Pre-Law Interest](#)***Faculty***

Christian Esh

Peter C. Meilaender

Majors***Augmented History Major***

BA (30–39 hours + 44 hours for Adolescence Education Major); for certification at secondary level only

Required Courses	Credits
ECON 210 Principles of Microeconomics <i>or</i> ECON 211 Principles of Macroeconomics	3
HIST XXX American History (<i>must take 2</i>)	6–8
HIST XXX European History (<i>must take 2</i>)	6–8
HIST XXX Non-European, non-American History (<i>must take 2</i>)	6–8
POLS 220 American Political System	3–4
Total	24–31
Plus 8 hours in either	Credits
HIST XXX History elective	3–4
HIST 481 Senior Capstone: Senior History Seminar	3–4
Total	6–8
<i>or</i>	
POLS XXX Political Science elective (must be 300 or 400 level)	3–4
POLS 480 Senior Capstone: Senior Politics Seminar	3–4
Total	6–8
Total in major (including Adolescence Education major)	74–83

History Major

BA (34 hours)

This major consists of 34 hours in any history course numbered 200 or above. All majors must take the Senior History Seminar (HIST 481). The remaining 30–31 hours are elective. Transfer students must take at least half of their major at Houghton.

Required Course	Credits
HIST 481 Senior Capstone: Senior History Seminar	3–4
Elective Courses	Credits
Any HIST courses numbered 200 or above	30–31
Total in major	34

Political Science Major

BA (34 hours)

Required Core Courses	Credits
POLS 212 Social Science Research Methods	3–4
POLS 220 The American Political System	3–4
POLS 230 Introduction to International Relations <i>or</i> POLS 437 International Law	3–4
POLS 260 Introduction to Political Thought	3–4
POLS 480 Senior Capstone: Politics Seminar	3–4
Total	15–20
Political Science Electives	Credits
Political Science electives (Up to 4 credits may be fulfilled through an internship.)	14–19
Total in major	34

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.

Minors***History Minor: 14 hours***

14 hours of history courses numbered 200 or above

Political Science: 14 hours

14 hours of POLS coursework

Pre-Professional Preparation***Pre-Law Interest***

Faculty Advisor: Peter C. Meilaender

From the Mosaic law of the Pentateuch to 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 the student's 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.

Honors at Houghton

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

Houghton College offers various honors opportunities centered on several gateway curricula: three for first-year students and one for second-year and transfer students. Students who have completed one of these gateway curricula are entitled to enroll in a variety of 1-credit honors seminars throughout 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. Honors students are selected 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](#)
[Scholastica](#)

[London Honors](#)
[Science Honors](#)

East Meets West

18 hours (2 in fall, 11 in spring, 3 in Mayterm, 2 the following fall)

Directors: Meic Pearse and Peter Meilaender

This course of study focuses on the relationship between Middle-Eastern Islam, the Orthodox culture of Eastern Europe and the West. Students typically take 11 hours on campus in the spring (leaving room in their spring schedule for one non-honors course) and 3 hours during Mayterm in Eastern Europe. Occasionally, 4 hours are delivered the fall after the Mayterm trip, and students can 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 the following General Education requirements: THEL 209, Writing-enriched course, Humanities, half of the Social Sciences requirement, Art and Music, and half of the Changing World requirement.

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 following General Education requirements: THEL 209, Writing-enriched course, Humanities, half of the Social Sciences requirement, Art and Music, and half of the Changing World requirement.

Scholastica

6 hours (fall)

Directors: Jonathan Case and Sarah Derck

This course, which fuses biblical studies and theology, is available to select students in their second year or beyond who did not participate 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. This course fulfills two of the three General Education Bible and Theology requirements.

Science Honors

12 hours (3 in fall, 5 in spring, 4 in Mayterm)

Director: Aaron Sullivan

The integrative, problem-based Science Honors curriculum comprises 12 hours of coursework in the fall and spring semesters and Mayterm and is team-taught by faculty from biology, chemistry, physics, communication and writing. Meets the following General Education requirements: Natural Sciences, Mathematics, WRIT 101 and half of the Social Sciences requirement.

Houghton College Buffalo

Symphony Circle, East Side and Hope House

/ <http://www.houghton.edu/buffalo/> / 716.222.9615

Area of Study

AA (61 hours)

This program is a fixed curriculum in the liberal arts taught in a cohort model with courses in workplace readiness. At least 30 hours, including at least 18 of the last 24, must be from Houghton College. This program is taught at the Symphony Circle, East Side and Hope House sites in Buffalo, NY.

Requirements	Credits
Writing	3
English Grammar	1
Religion	6
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
Personal Finance	1
Capstone Seminar (on residential campus)	1
Total General Education Requirements	48
Workplace Readiness Courses	Credits
Introduction to Business	3
Computer Applications and Issues	3
Marketing Principles	3
Internship: Preparing Liberal Arts Students for Careers	4
Total Workplace Readiness Requirements	13
Total in major	61

Houghton College Utica

<http://www.houghton.edu/utica/> | 315.922.2190

Area of Study

AA (61 hours)

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

Requirements	Credits
Writing	3
College Study Methods	1
English Grammar	1
Religion	6
Music or Art	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 General Education Requirements	48
Workplace Readiness Courses	Credits
Introduction to Business	3
Computer Applications and Issues	3
Marketing Principles	3
Internship: Preparing Liberal Arts Students for Careers	4
Total Workplace Readiness Requirements	13
Total	61

Interdisciplinary Studies

Peter Meilaender, Director of Humanities /

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

Majors[Humanities](#)[Interdisciplinary Studies](#)***Minors***[Military Leadership](#)[American Language and Cultures](#)**Majors*****Humanities Major***

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 various 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 studied developments.

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. 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; Global Studies; 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

Interdisciplinary Studies Major

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’s 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, the Director of General Education and the Office of the Provost. The Office of the Provost will report these approvals to the Academic Council, which, in turn, will report them to the faculty. Proposals will not be considered approved until this reporting is completed.

Minors

Military Leadership Minor: 12 hours (ROTC at Houghton, through St. Bonaventure University – Army)

Houghton College students may participate in the Reserve Officer Training Corps (ROTC) through a cross-enrollment agreement with St. Bonaventure University. 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 8 hours of Houghton graduation credit can be earned this way. 300- and 400-level courses, offered on the St. Bonaventure University 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.

American Language and Cultures Minor: 18 hours

Required Courses	Credits
IAE 122 Academic English Speaking	4
IAE 123 Academic English Writing	4
COMM 101 Presentational Speaking	2
WRIT 101 Writing in the Liberal Arts	4
HIST 220 American History Survey	4
Total	18

This minor is restricted to students whose primary language is not English.

Mathematics

Rebekah B. Johnson Yates, Chair | <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 respond more effectively 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

Jill E. Jordan

Rebekah B. Johnson Yates

Major

Mathematics Major

BA (32 hours in major; 3–4 corequisite hours; 4–8 prerequisite hours)

Prerequisite	Credits
MATH 181 Calculus I <i>or</i> MATH 161 Calculus for the Life Sciences	4
Corequisites	Credits
Choose cognate course(s) to equal 3–4 hours from Investment Management (BADM 407), Marketing Research (BADM 319), Corporate Finance I (BADM 310), General Chemistry I (CHEM 151), Programming I (CSCI 211), Data Science I (DSCI 210), 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), <i>or</i> 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 325 Real Analysis I	4
MATH 361 Abstract Algebra I	4
MATH 482 Senior Capstone: Mathematics Seminar	2
Mathematics electives* (above 210): At least 4 hours must be at 300 or 400 level	12
Total	32
Total in major (not including prerequisites)	35–36

Often, Math majors will take more math courses than the minimum requirements. This is strongly recommended for those planning to attend graduate school.

*We recommend teachers of math choose MATH 281 History of Mathematics, MATH 333 Probability and Statistics I, and MATH 351 Modern Geometries.

Minor

Mathematics Minor: 12 hours

12 hours in mathematics courses numbered 182 and higher.

Online Programs*

Marlene G. Collins-Blair, Dean of Houghton College Online |

<http://www.houghton.edu/online/> | 800-777-2556 | online@houghton.edu

*See the Department of Online Programs [Student Handbook](#) for information regarding the policies and procedures that govern student enrollment in our online programs. Also see the [Online Current Student Page](#) for other important information.

Houghton College Online offers 100% online degrees in Criminal Justice, Human Resources Management, Integrated Marketing Communication, Leadership Development, Organizational Management, Psychology and Liberal Arts. Houghton College Online offers two graduate degrees: an MS in Literacy Education and an MBA.

Majors

[Criminal Justice](#)
[Human Resources Management](#)
[Integrated Marketing Communication](#)
[Leadership Development](#)
[Organizational Management](#)
[Psychology](#)
[Associate of Arts – Liberal Arts](#)

Minors

[Human Resources Management](#)
[Integrated Marketing Communication](#)
[Leadership Development](#)
[Organizational Management](#)

Graduate Program

[Master of Business Administration](#)
[Master of Science – Literacy Education](#)

Faculty

Ken Bates
Elizabeth Farmer
Kathie Hilsher
Peter Meilaender
Daniel Minchen
Deborah Rice
Cynthia Symons
John Van Wicklin
Paul Young

Brian Blair
Shane Fraser
Laura Hopkins
David Mellerski
Änna Pettway
Sunshine Sullivan
Philip Toner
Matthew Webb

Karen Daugherty
Jonathan Hilsher
Ryan Juza
Joseph Miller
Denise Reichard
Armenio Suzano
Karen Tucker
Jeffrey Wiesman

Majors

Core Courses for all Business-Related Majors (25 credits)

Core Classes	Credits
ID 200 Student Success Seminar	1
BADM 200 Business Writing	3
BADM 210 Fundamentals of Management	3
PHIL 303 Organizational Ethics	3
BADM 475 Organizational Development	3
BADM/PSY 309 Statistics	3
ECON 201 Introduction to Economics	3
BADM 202 Accounting and Finance Principles	3
BADM/COMM 218 Marketing Principles	3
Total in Core Course Credits	25

Criminal Justice

BA (36–38 hours in major)

Core	Credits
COMM 215 Interpersonal Communication	3
CRJ 201 Introduction to Criminal Justice	3
PHIL 303 Organizational Ethics	3
PSY/BADM 309 Statistics	3–4
PSY 310 Experimental Methods <i>or</i> SOC 312 Social Science Research Methods	4
CRJ 480 Senior Capstone Seminar	3
Total	19–20
Electives	Credits
<i>Criminal Justice Majors must choose elective courses from the following list to total 17–18 credits:</i>	
CRJ 301 Police Operations and Procedures	3
CRJ 305 Courts, Judgements, and Alternative Consequences	3
CRJ 310 Correction, Probation and Restorative Justice	3
CRJ 211, 311, 411 Special Topics in Criminal Justice	3
CRJ 410 Internship in Criminal Justice	3

POLS 220 The American Political System	3–4
POLS 270 Introduction to Public Policy	3–4
POLS/PHIL 275 Philosophy of Law	3
POLS 328 Governing Urban Communities	4
POLS 427 Constitutional Law I: Structures and Powers of Government	4
POLS 428 Constitutional Law II: Civil Rights and Liberties	4
PSY 301 Psychology of Personality	3
PSY 305 Abnormal Psychology	3
PSY 314 Child Psychopathology	3
PSY 318 Psychology of Race & Racism	3
PSY 330 Conflict Management	3
PSY 335 Drugs & Behavior	3
PSY 401 Counseling & Psychotherapy	3
PSY/SOC 218 Social Psychology	3
SOC 231 Criminology	3
WRIT 217 Professional Writing	2–3
Total	36–38

Human Resources Management Major

BBA/BS (40 Credits)

The Human Resources Management major equips students to handle a company's most precious resource: its people.

Students will learn about the ethical, legal and social factors that shape today's workforce. Courses will cover a variety of subjects from recruitment and training to labor laws, compensation and benefits.

This major is offered in two different degrees: BS and BBA. The Human Resources Management major is available fully online. Please contact Admission at online@houghton.edu for further information.

Core	Credits
<i>See Core Courses for all Business-Related Majors</i>	25
Major-Specific Courses:	Credits
BADM 314 Human Resources Management	3
BADM 345 Employment Law	3
BADM 446 Staffing and Performance Management	3

BADM 450 Managing Total Rewards: Compensation and Benefits	3
<i>Choose one of the following:</i>	
BADM 448 Employee Training and Development	3
BADM 320 Leadership Development	3
BADM 341 Work Team Dynamics	3
BADM 414 Workplace Excellence	3
Total in major-specific courses	15
Total in major	40

Integrated Marketing Communication Major

BBA/BS (40 credits)

The Integrated Marketing Communication major will develop a defined competence in the communication components of marketing, including advertising, public relations, marketing events and electronic initiatives. The focus is to enable students to assume a marketing or promotions role with the ability to understand, manage and implement an expected set of professional tasks.

This major is offered in two different degrees: BS and BBA. The Integrated Marketing Communication major is available fully online. Please contact Admission at online@houghton.edu for further information.

Core	Credits
<i>See Core Courses for all Business-Related Majors</i>	25
Major-Specific Courses:	Credits
BADM/COMM 204 Social Media Marketing	3
BADM/COMM 312 Advertising Principles	3
BADM 319 Marketing Research	3
BADM/COMM 315 Public Relations Principles	3
<i>Choose one of the following:</i>	
BADM/COMM 335 Integrated Marketing Communication	3
PSY 218 Social Psychology	3
SOC 335 Diversity in the Workplace	3
COMM 215 Interpersonal Communication	3
Total in major-specific courses	15
Total in major	40

Leadership Development Major

BBA/BS (40 credits)

The Leadership Development major is an intentional and creative blend of theory and evaluation of application. Students will acquire and practice supervision and leadership skills, including effective communication, critical thinking, collaborative teambuilding and complex leadership problem-solving skills, all of which can immediately be applied in all sizes and types of organizations.

This major is offered in two different degrees: BS and BBA. The Leadership Development major is available fully online. Please contact Admission at online@houghton.edu for further information.

Core	Credits
<i>See Core Courses for all Business-Related Majors</i>	25
Major-Specific Courses:	Credits
BADM 320 Leadership Development	3
COMM 215 Interpersonal Communication	3
COMM/PSY 330 Conflict Management	3
BADM 323 Leading Change	3
<i>Choose one of the following:</i>	
PSY 218 Social Psychology	3
BADM 314 Human Resources Management	3
BADM 341 Work Team Dynamics	3
SOC 335 Diversity in the Workplace	3
Total in major-specific courses	15
Total in major	40

Organizational Management Major

BBA/BS (40 credits)

The Organizational Management major provides the background and expertise needed for supervisory and administrative roles in a wide variety of organizations from manufacturing to human services and healthcare to banking.

This major is offered in two different degrees: BS and BBA. The Organizational Management major is available fully online. Please contact Admission at online@houghton.edu for further information.

Core	Credits
<i>See Core Courses for all Business-Related Majors</i>	25
Major-Specific Courses:	Credits
BADM 314 Human Resources Management	3

BADM 341 Work Team Dynamics	3
BADM 325 Project Management	3
BADM 330 Operations Management	3
<i>Choose one of the following:</i>	
COMM/PSY 330 Conflict Management	3
BADM 320 Leadership Development	3
SOC 335 Diversity in the Workplace	3
BADM 323 Leading Change	3
Total in major-specific courses	15
Total in major	40

Psychology Major

BA (39 hours)

A Psychology BA enables students to understand why we think, feel and act as we do. Psychology majors gain perspective on their own experiences, develop sympathetic understanding of others and learn ways to help people in need. The Psychology major is also available fully online. Please contact Admission at online@houghton.edu for further information.

Core Classes:	Credits
PSY 111 Introduction to Psychology	3
ID 200 Student Success Seminar	1
PSY 309 Statistics	3+1
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4
PSY 218 Social Psychology	3
PSY 305 Abnormal Psychology	3
PSY 217 Adolescence and Emerging Adulthood	3
PSY 335 Drugs and Behavior <i>or</i> PSY 325 Human Sexuality	3
PSY 306 Psychology of Religion	3
PSY 480 Senior Capstone Seminar	3
Psychology Major Electives:	Credits
<i>Choose any two Psychology courses (totaling 6 credits)</i>	6
Total in major	39

Psychology Major – Clinical/Counseling Track

BA (36 hours of psychology credit beyond Introduction to Psychology)

Corequisite	Credits
PSY 111 Introduction to Psychology	3
Core	
BADM/PSY 309 Statistics	3
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4
PSY 480 Senior Capstone Seminar	3
Total	14
Clinical/Counseling Track	Credits
One course in developmental psychology: PSY 213, PSY 217, PSY 230 <i>or</i> PSY 321	3
PSY 301 Psychology of Personality <i>or</i> PSY 306 Psychology of Religion	3
PSY 305 Abnormal Psychology <i>or</i> PSY 314 Child Psychopathology	3
PSY 325 Human Sexuality <i>or</i> 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 corequisite)	39

Psychology Major – Neuroscience Track

BA (36 hours of psychology credit beyond Introduction to Psychology)

Corequisite	Credits
PSY 111 Introduction to Psychology	3
Core	
BADM/PSY 309 Statistics	3
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4
PSY 480 Senior Capstone Seminar	3
Total	14

Neuroscience Track	Credits
PSY 325 Human Sexuality	3
PSY 335 Drugs and Behavior	3
PSY 336 Cognitive Neuroscience	3
PSY 393 Collaborative research project	3
PSY 301 Psychology of Personality <i>or</i> PSY 306 Psychology of Religion	3
Total	15
Psychology electives to total 36 credits (beyond PSY 111)	6
Total in major (including corequisite)	39

Psychology Major – Social/Developmental Track

BA (36 hours of psychology credit beyond Introduction to Psychology)

Corequisite	Credits
PSY 111 Introduction to Psychology	3
Core	
BADM/PSY 309 Statistics	3
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 and Emerging Adulthood <i>or</i> PSY 230 Lifespan Development of the Family	3
PSY 314 Child Psychopathology <i>or</i> PSY 325 Human Sexuality	3
PSY 301 Psychology of Personality <i>or</i> PSY 306 Psychology of Religion	3
Total	18
Psychology electives to total 36 credits (beyond PSY 111)	3
Total in major (including corequisite)	39

Associate of Arts – Liberal Arts

AA (62 hours for degree; 12 hours in Area of Focus)

The focus of the Liberal Studies Associate program is to enable students to assume a role in a marketing or promotions department with the ability to understand, manage and implement an expected set of professional tasks. Students can complete the AA degree in one of four Areas of Focus (Organizational Management, Leadership Development, Human Resources Management or Integrated Marketing Communication).

Area of Focus Option:	Credits
<i>Choose between Organizational Management, Human Resources Management, Leadership Development and Integrated Marketing Communication for Area of Focus.</i> Requires 12 credits within the Area of Focus.	12
Additional Courses:	Credits
General Education Courses	37
Additional Electives	13
Total in major	62

Graduate Programs***Master of Business Administration (MBA)***

(38 credits in the program)

The Houghton MBA engages topics like innovation and design, data analytics, social responsibility, ethics, global engagement, and the economic landscape of today's rapidly changing business markets, all through the lens of Christian character and spiritual growth.

Required Courses	Credits
MBA 501 The <i>MBA Connection</i> Workshop (4-day residency)	1
MBA 509 Data Analysis for Decision Making**	3
MBA 511 Political, Regulatory and Legal Responsibilities **	3
MBA 518 Accounting Information and Financial Control**	3
MBA 532 Applied Managerial Finance**	3
MBA 611 Integrated Marketing Communication	3
MBA 620 Transformational Leadership	3
MBA 622 Price, Profit and Free Enterprise in a Global Economy	3
MBA 630 Strategic Thinking and Plan Management	3
MBA 651 Integrated Project (4-day residency)	1
Total	26

Elective Courses*	Credits
MBA 514 Leading for Higher Performance	3
MBA 525 Project Management	3
MBA 526 Risk Management and Governance	3
MBA 528 Financial Statement Analysis	3
MBA 530 Enterprise Process Management	3
MBA 616 Entrepreneurship and the Lean Startup	3
MBA 618 Design-Thinking and Innovation	3
MBA 624 Ethics, Morality and Social Responsibility	3
Total	min. 12
*Students will select a minimum of 12 credits (4 courses) from electives above. More may be selected if students have met MBA core course substitution requirements. See course descriptions for more detail. **Courses eligible for MBA elective course substitution. See individual course descriptions for detail.	
Total credits in program	38

Literacy Education Program

MSEd (30–39*credits in the program)

Required Courses	Credits
LEDU 500 Foundations of Language and Literacy for Diverse Learners	3
LEDU 506** Early Childhood Education (ECE): Language and Literacy Development	3
LEDU 507** ECE: Developmentally Responsive Instruction Across the Curriculum	3
LEDU 510 Multiple Literacies Across the Content Areas	3
LEDU 512 Culturally Responsive and Dialogic Pedagogy	3
LEDU 514 Foundations of Learning Theory & Inquiry	3
LEDU 516 Collaboration & Communication Across Diverse Learning Contexts	3
LEDU 518 Rural Literacies: Empowering Rural Voices	3
LEDU 520 Educational Research 1: Teachers as Researchers	3
LEDU 522* Literacy Specialist Internship: Secondary (5–12)	3
LEDU 524 Ed. Research 2: Cultivating & Sustaining Professional Communities of Practice	3
LEDU 526* Literacy Specialist Internship: Elementary (B–6)	3
LEDU 550 Capstone Seminar: Critical Reflective Literacy Pedagogy	3

*Birth–12 candidates will choose which internship they want to take in a given semester, and Birth–6 only and 5–12 only candidates will take their internship in their second to last trimester.

**This course is restricted to Houghton College Education majors who have completed junior-level coursework in the major and graduates of Houghton’s Education program. Any other enrollees must receive permission from the instructor. Required for Birth–6 and Birth–12 certificates.

Total credits in program	30–39*
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Minors

Human Resources Management Minor: 15 credits

Required courses	Credits
BADM 314 Human Resources Management (Prerequisite BADM 210 or 212)	3
BADM 345 Employment Law	3
BADM 450 Managing Total Rewards	3
BADM 446 Staffing & Performance Management	3
<i>Additional 3 credits selected from following:</i>	3
BADM 320 Leadership Development (3) BADM 414 Workplace Excellence (3) BADM 448 Employee Training & Development (3) BADM 475 Organizational Development (3)	
Total	15

Integrated Marketing Communication Minor: 15 credits

Required courses	Credits
BADM/COMM 218 Marketing Principles	3
BADM/COMM 312 Advertising Principles	3
BADM/COMM 315 Public Relations Principles	3
BADM 319 Marketing Research	3
<i>Additional 3 credits selected from following:</i>	3
BADM/COMM 304 Social Media Marketing or BADM 340 eCommerce (3) BADM/COMM 335 Integrated Marketing Communication (3) COMM 314 New Media and Society (3) PSY 218 Social Psychology (3)	
Total	15

Leadership Development Minor: 15 credits

Required courses	Credits
BADM 210 Fundamentals of Management <i>or</i> BADM 212 Principles of Management	3
BADM 320 Leadership Development	3
BADM 323 Leading Change	3
COMM 215 Interpersonal Communication	3
<i>Additional 3 credits selected from following:</i>	3
BADM 341 Work Team Dynamics (3) BADM 475 Organizational Development (3) COMM/PSY 330 Conflict Management (3) PSY 218 Social Psychology <i>or</i> PSY 301 Psychology of Personality (3)	
Total	15

Organizational Management Minor: 15 credits

Required Courses	Credits
BADM 202 Accounting and Finance Principles <i>or</i> ACCT 211 Financial Accounting	3
BADM 210 Fundamentals of Management <i>or</i> BADM 212 Principles of Management	3
BADM 314 Human Resources Management	3
BADM 320 Leadership Development	3
<i>Additional 3 credits selected from following:</i>	3
BADM 303 Entrepreneurship (3) BADM 341 Work Team Dynamics (3) BADM 448 Employee Training & Development (3) BADM 475 Organizational Development <i>or</i> BADM 330 Operations Management (3)	
Total	15

Physics, Computer Science and Engineering

Brandon Hoffman, Chair | <http://www.houghton.edu/physics/> | 585.567.9280

The mission of the Department of Physics, Computer Science and Engineering at Houghton is to offer a curriculum that, in addition to solid coursework, emphasizes practical experience. Our goal is to provide a rich background for our students by having them spend a significant portion of their time becoming deeply involved in “real-world” team and individual projects that require them to use skills, tools and knowledge accumulated throughout their educational career. We want to inspire our students to work at their highest level and to accept nothing less than their very best.

In the context of a Christian liberal arts college, students learn to integrate engineering, natural science, humanities, social science and mathematics within the twin contexts of engineering science and a Christian worldview. Faculty members design engaging learning experiences that move seamlessly between

classrooms, laboratories and projects so students apply what they learn and learn what they apply. At the same time, with the support of Christian faculty members, students mature and develop spiritually and intellectually.

Majors

[Applied Physics Major \(BS\)](#)

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

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

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

[Electrical Engineering \(BS\)](#)

[Physics \(BA\)](#)

[Physics \(BS\)](#)

Minors

[Computer Science](#)

[Data Science](#)

[Physics](#)

Faculty

Brandon Hoffman

Mark Yuly

Wei Hu

Ryan Yates

Majors

Applied Physics Major BS

BS (84 hours)

The Applied Physics major is for those students interested in the engineering applications of physics and engineering-related careers or graduate school in engineering or physics. Students at Houghton begin contributing to engineering design projects in their first year and continue to do so each semester until degree completion. This opportunity gives students a foundation of practical engineering experiences that culminate in the senior capstone course. Based on their engineering design work, students write a report that fulfills the writing-intensive requirements for graduation from Houghton. They also present results from their work at a technical conference.

This program does not guarantee enrollment in subsequent graduate engineering programs, nor does this program alone qualify graduates to practice the licensed profession of engineering. However, in the past 10 years, approximately 44% of our Applied Physics B.S. graduates have gone on to engineering graduate programs in a wide variety of engineering subfields. Indeed, during that time, we have never had an Applied Physics B.S. graduate seeking but unable to enroll in a graduate engineering program. Moreover, the majority of our Applied Physics B.S. alumni who did not enter graduate engineering programs have gone on to careers as mechanical or electrical engineers or in similar technical engineering-related occupations.

Required Courses	Credits
MATH 181 Calculus I	4
MATH 182 Calculus II	4

MATH 225 Multivariate Calculus	4
MATH 241 Differential Equations	4
ENGR 211 Programming for Engineers	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
ENGR 201 Digital Design	3
ENGR 202 Circuits & Analog Electronics I	3
ENGR 203 Circuits & Analog Electronics II	3
ENGR 221 Statics	3
ENGR 222 Dynamics	3
PHYS 353 Electricity and Magnetism	3
PHYS 212 Modern Physics	2
PHYS 275 Experimental Physics Lab I	2
PHYS 276 Experimental Physics Lab II	2
ENGR 321 Optics	3
ENGR 323 Thermodynamics	3
ENGR 308 Numerical Analysis for Engineers	3
ENGR 322 Fluid Mechanics	3
PHYS 352 Adv. Mechanics <i>or</i> PHYS 354 Adv. Electricity & Magnetism <i>or</i> PHYS 355 Statistical Mechanics <i>or</i> PHYS 356 Quantum Mechanics	3
STEM 371 Career Seminar	1
ENGR 171 Introduction to Engineering Design	3
ENGR/PHYS 371 Engineering Design or Physics Project Lab	2
ENGR/PHYS 372 Engineering Design or Physics Project Lab	2
ENGR/PHYS 373 Engineering Design or Physics Project Lab	2
ENGR/PHYS 374 Engineering Design or Physics Project Lab	2
ENGR/PHYS 375 Engineering Design or Physics Project Lab	2
ENGR/PHYS 482 Capstone Engineering Design or Physics Research	3
Total in major	84

Computer Science Major BS

BS (49 in core; 8–12 in corequisites)

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 technology for tomorrow with a thorough understanding of programming languages and data 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 and information technology specialists and pursue graduate school in a variety of computer-related disciplines.

Corequisites	Credits
MATH 181 Calculus I <i>or</i> MATH 170/171 Calculus I with Pre-calculus A and B <i>or</i> MATH 161 Calculus for the Life Sciences	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 345 Machine Learning	4
CSCI 340 Databases	4
CSCI 380 Collaborative Research in Computer Science	4
CSCI 420 Networking	4
CSCI 480 Senior Capstone: Senior Seminar	4
Three elective Computer Science courses	12
STEM 371 Career Seminar	1
Total	49
Total in major (not including prerequisites)	57–61

Data Science Major BA

BA (29–32 hours)

The Data Science BA major gives a strong foundation on the principles, practices and cutting-edge tools used in Data Science. Students have the opportunity to couple that foundation with our wide-reaching liberal arts areas of study. Majors are equipped to discover deep insights in data by applying their domain knowledge

and computational tools to problems in a wide array of contexts and communicate these finding effectively to varying audiences.

Required Courses	Credits
DSCI 211 Data Science I	4
DSCI 212 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 – <i>Choose from the following:</i>	
COMM 232 Introduction to Web Communication	4
COMM/ART 224 Motion Media Design & Animation	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
IDEV 347 Development Communication and Grant Writing	4
COMM ST: Data Visualization	2–3
Total in major	29–32

Data Science Major BS

BS (61–64 hours)

The Data Science BA major gives a strong foundation on the principles, practices and cutting-edge tools used in Data Science. Students have the opportunity to couple that foundation with our wide-reaching liberal arts areas of study. Majors are equipped to discover deep insights in data by applying their domain knowledge and computational tools to problems in a wide array of contexts and communicate these finding effectively to varying audiences.

Required Courses	Credits
DSCI 211 Data Science I	4
DSCI 212 Data Science II	4
CSCI 211 Programming I	4

CSCI 218 Programming II	4
CSCI 236 Data Structures and Algorithms	4
CSCI 345 Machine Learning	4
CSCI 312 Computational Statistics	4
CSCI 340 Databases	4
BADM/PSY 309 Statistics	3–4
PSY 312 Advanced Applied Statistics <i>or</i> 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 – <i>Choose from the following:</i>	
COMM 232 Introduction to Web Communication	4
COMM/ART 224 Motion Media Design & Animation	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
IDEV 347 Development Communication and Grant Writing	4
COMM ST: Data Visualization	2–3
Total	49–52
Cognate	Credits
Chosen from five focus area options (public sector/nonprofit 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 2 credits.	0–6
Total	12

Total in major	61–64
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Electrical Engineering Major BS

BS (82 hours)

Program Overview

Electrical engineers specialize in the design and practical application of electrical systems. With rapid advances in technology, electrical engineering (EE) has come to influence nearly every aspect of our lives, including cell phones, tablets, computers, appliances, cars, etc. The EE program at Houghton College prepares students for careers as well as advanced study at leading graduate institutions. Graduates interested in engineering employment immediately after college can consider opportunities with medical device, electric utility, telecommunications, automotive and electronics companies, just to name a few. With their analytical, quantitative, creative and critical thinking skills, Houghton EE alumni are also well prepared to pursue a breadth of other career options in fields such as business, teaching, medicine, law and finance.

Students at Houghton begin contributing to engineering design projects in their first year and continue to do so each semester until degree completion. This opportunity gives students a foundation of practical engineering experiences that culminate in the senior capstone course. Based on their engineering design work, students write a report that fulfills the writing-intensive requirements for graduation from Houghton. They also present results from their work at a technical conference.

This program does not guarantee enrollment in subsequent graduate engineering programs, nor does this program alone qualify graduates to practice the licensed profession of engineering. However, we have a strong history of producing successful engineers, even before the creation of the Electrical Engineering degree. In the past 10 years, approximately 44% of our Applied Physics B.S. graduates have gone on to engineering graduate programs in a wide variety of engineering subfields. Indeed, during that time, we have never had an Applied Physics B.S. graduate seeking but unable to enroll in a graduate engineering program. Moreover, the majority of our Applied Physics B.S. alumni who did not enter graduate engineering programs have gone on to careers as mechanical or electrical engineers or in similar technical engineering-related occupations.

Program Distinctives

Some aspects of the Houghton College EE program are unique when compared to programs at other institutions:

- Intense development of practical engineering design knowledge and skills throughout all four years, not just in a one-semester capstone design course. This is accomplished through their involvement in academic and industry-driven projects in digital design, digital signal processing, electronics and other areas.
- Students learn through problem- and project-based instructional experiences in nearly all engineering courses.
- Because it is a small program, students cultivate close and lasting relationships with faculty members who they have for multiple courses and work closely with during projects.

- Our Christian faith is woven into all aspects of our program, providing a solid foundation for spiritual development and maturation, in addition to strong educational outcomes.

Curriculum

As indicated in the table below, students are required to take three 3-credit engineering electives with the ENGR prefix. Students can combine these courses to tailor their education to their individual interests and goals. Available engineering electives are listed below.

In addition to completing the EE program requirements listed below, students must meet the Houghton College General Education requirements.

Student Learning Outcomes

Through completion of the Houghton EE program and other curricular or co-curricular opportunities, the following student learning outcomes are met:

- (a) an ability to apply knowledge of mathematics, science and engineering
- (b) an ability to design and conduct experiments as well as analyze and interpret data
- (c) an ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- (d) an ability to function on multidisciplinary teams as scholar-servants
- (e) an ability to identify, formulate and solve engineering problems
- (f) an understanding of professional and ethical responsibility and an ability to articulate the meaning and impact of the Christian faith on the practice of engineering
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in global, economic, environmental and societal contexts
- (i) a recognition of the need for and an ability to engage in lifelong learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills and modern engineering tools necessary for engineering practice
- (l) an ability to effectively manage projects, including project design, evaluation and monitoring of progress

Careers

This program prepares students for careers in a broad array of fields including but not limited to

- Circuit Design
- Computers
- Controls
- Defense
- Electrical systems
- Instrumentation
- Manufacturing
- Medical electronics
- Microelectronics
- Nanotechnology
- Power engineering
- Product design
- Research and development
- Signal processing
- Telecommunications
- Video technology
- Wireless networking

Required Courses	Credits
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MATH 181 Calculus I	4
MATH 182 Calculus II	4
MATH 241 Differential Equations	4
MATH 225 Multivariate Calculus	4
MATH 333 Probability & Statistics	4
ENGR 211 Programming for Engineers	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
ENGR 201 Digital Design	3
ENGR 202 Circuits & Analog Electronics I	3
ENGR 203 Circuits & Analog Electronics II	3
ENGR 204 Digital Signal Processing I	3
ENGR 303 Digital Signal Processing II	3
PHYS 353 Electricity & Magnetism	3
ENGR 301 Electromagnetic Design	3
ENGR 302 Engineering System Modeling	3
3 ENGR courses numbered 200 or above	9
STEM 371 Career Seminar	1
ENGR 171 Introduction to Engineering Design	3
ENGR 371 Engineering Design	2
ENGR 372 Engineering Design	2
ENGR 373 Engineering Design	2
ENGR 374 Engineering Design	2
ENGR 375 Engineering Design	2
ENGR 482 Capstone Engineering Design	3

Total in major	82
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Physics Major BA

BA (45 hours)

The BA Physics major is particularly appropriate for students interested in a double major with another field or those completing a major in Inclusive Childhood or Adolescence 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.

Required Courses	Credits
MATH 181 Calculus I	4
MATH 182 Calculus II	4
MATH 241 Differential Equations	4
MATH 225 Multivariate Calculus	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
ENGR 222 Dynamics	3
PHYS 353 Electricity & Magnetism	3
PHYS 212 Modern Physics	2
PHYS 275 Experimental Lab I	2
PHYS 276 Experimental Lab II	2
ENGR 323 Thermodynamics	3
PHYS or ENGR course numbered 200 or above	3
PHYS 482 Capstone Physics Research	3
Total in major	45
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	3
STEM 371 Career Seminar	1

Physics Major BS

BS (79 hours)

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. Students at Houghton begin contributing to individual research projects in their first year and continue to do so each semester until degree completion. This opportunity gives students a foundation of practical physics experiences that culminate in the senior capstone course. Based on their research, students write a report that fulfills the writing-intensive requirements for graduation from Houghton. They also present results from their work at a technical conference.

This major 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.

Required Courses	
MATH 181 Calculus I	4
MATH 182 Calculus II	4
MATH 241 Differential Equations	4
MATH 225 Multivariate Calculus	4
CHEM 151 General Chemistry I	4
ENGR 211 Programming for Engineers	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
ENGR 222 Dynamics	3
PHYS 352 Advanced Mechanics	3
PHYS 353 Electricity and Magnetism	3
PHYS 354 Advanced Electricity and Magnetism	3
PHYS 212 Modern Physics	2
PHYS 275 Experimental Lab I	2
PHYS 276 Experimental Lab II	2
ENGR 323 Thermodynamics	3
PHYS 355 Statistical Mechanics	3
PHYS 356 Quantum Mechanics	3

PHYS or ENGR course numbered 200 or above	3
STEM 371 Career Seminar	1
ENGR 171 Intro to Engineering Design	3
PHYS 371 Physics Project Lab	2
PHYS 372 Physics Project Lab	2
PHYS 373 Physics Project Lab	2
PHYS 374 Physics Project Lab	2
PHYS 375 Physics Project Lab	2
PHYS 482 Capstone Physics Research	3
Total in major	79

Minors

Computer Science Minor: 16 hours

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

Data Science Minor: 14–16 hours

Required Courses	Credits
DSCI 211 Data Science I	4
DSCI 212 Data Science II	4
<i>Choose two of the following. At least one must be in programming or statistics.</i>	
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

Physics Minor: 12 hours

12 hours of PHYS courses numbered 200 or above.

Psychology and Criminal Justice*Anna Pettway, Chair* | <https://www.houghton.edu/academics/majors-programs/psychology-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 various 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, 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 half of the General Education Social Sciences requirement.

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.

A major in Criminal Justice seeks to build broad understanding of factors contributing to criminal behavior and efforts at control made by individuals, groups and societal institutions. Analysis using social science methods is combined with ethical and moral reasoning to develop critical, creative and evaluative responses to the range of social issues connected with criminal justice systems. Our program prepares students for careers like law enforcement and law.

Students who successfully complete the program will develop the ability to use the quantitative and qualitative tools of the social and behavioral arts and sciences to assess the effectiveness of efforts at prevention, correction and restorative justice. They will be able to apply ethical and moral reasoning to evaluate the influence of social and economic variables on the ways that societies understand and respond to criminal activity. They will engage in knowledgeable and respectful discussion of policies and procedures, including the particular challenges and opportunities of rural and cross-cultural approaches to criminal justice.

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

[Criminal Justice](#)

[Psychology – General Psychology Track](#)

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

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

[Psychology Major – Neuroscience Track](#)

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

Faculty

William R. Burrichter

Karen O. Daugherty

Marcus W. Dean

Hannah Kim

Joseph Miller

Äanna Pettway

Alison Young Reusser

Paul D. Young

Minors

[Family Studies](#)

[Psychology](#)

[Sociology](#)

Pre-Professional

[Pre-Art Therapy](#)

General Information

Statistics (BADM/PSY 309) and Experimental Methods (PSY 310) should be taken in fairly close sequence during the sophomore and junior years.

Majors

Criminal Justice

BA (36–38 hours in major)

Core	Credits
COMM 215 Interpersonal Communication	3
CRJ 201 Introduction to Criminal Justice	3
PHIL 303 Organizational Ethics	3
PSY/BADM 309 Statistics	3–4
PSY 310 Experimental Methods <i>or</i> SOC 312 Social Science Research Methods	4

CRJ 480 Senior Capstone Seminar	3
Total	19–20
Electives	Credits
<i>Criminal Justice Majors must choose elective courses from the following list to total 17–18 credits:</i>	
CRJ 301 Police Operations and Procedures	3
CRJ 305 Courts, Judgements, and Alternative Consequences	3
CRJ 310 Correction, Probation and Restorative Justice	3
CRJ 211, 311, 411 Special Topics in Criminal Justice	3
CRJ 410 Internship in Criminal Justice	3
POLS 220 The American Political System	3–4
POLS 270 Introduction to Public Policy	3–4
POLS/PHIL 275 Philosophy of Law	3
POLS 328 Governing Urban Communities	4
POLS 427 Constitutional Law I: Structures and Powers of Government	4
POLS 428 Constitutional Law II: Civil Rights and Liberties	4
PSY 301 Psychology of Personality	3
PSY 305 Abnormal Psychology	3
PSY 314 Child Psychopathology	3
PSY 318 Psychology of Race & Racism	3
PSY 330 Conflict Management	3
PSY 335 Drugs & Behavior	3
PSY 401 Counseling & Psychotherapy	3
PSY/SOC 218 Social Psychology	3
SOC 231 Criminology	3
WRIT 217 Professional Writing	2–3
Total	36–38

Recommended minors include Communication, Health Promotion & Fitness, Intercultural Studies, Sociology, and Writing.

Psychology Major – General Track

BA (36 hours in core; 3 corequisite hours)

Corequisite	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
<i>One developmental course from the following:</i>	
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
<i>One social course from the following:</i>	
PSY 218 Social Psychology	3
PSY 337 Social Cognition	3
<i>One clinical course from the following:</i>	
PSY 301 Psychology of Personality	3
PSY 305 Abnormal Psychology	3
PSY 314 Child Psychopathology	3
<i>One integrative issues course from the following:</i>	
PSY 306 Psychology of Religion	3
PSY 301 Psychology of Personality	3
<i>One neuroscience course from the following:</i>	
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

Psychology Major – Clinical/Counseling Track

BA (36 hours in core; 3 corequisite hours)

Corequisite	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 Major – Social/Developmental Track

BA (36 hours in core; 3 corequisite hours)

Corequisite	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 and Emerging Adulthood <i>or</i> PSY 230 Lifespan Development of the Family	3
PSY 314 Child Psychopathology <i>or</i> PSY 325 Human Sexuality	3
PSY 301 Psychology of Personality <i>or</i> 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 Major – Neuroscience Track

BA (36 hours in core; 3 corequisite hours)

Corequisite	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 <i>or</i> PSY 306 Psychology of Religion	3
Total	15

Psychology electives to total 36 credits (beyond PSY 111)	6
Total in major (including prerequisite)	39

Minors

Family Studies Minor: 15 hours

Required Courses	Credits
PSY 230 Lifespan Development of the Family	3
SOC 237 Introduction to Marriage and Family Studies	3
Total	6
9 hours selected from following courses	Credits
PSY 325 Human Sexuality	3
PSY 326 Family Systems Theory through Film	3
SOC 330 Culture and Family	2
SOC 362 Gender Relations	2
SOC 297 Special Topics Courses (<i>preapproved by department chair</i>)	2 or 4
SOC 394 Internship in Family Studies	1–6
THEL 337 Theological Foundations of the Family	4
Total	9

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 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.

Psychology Minor: 12–16 hours

At least four courses in psychology above PSY 111, totaling 12–16 hours. Statistics (PSY 309) is excluded if courses chosen for the minor total less than 15 hours.

Sociology Minor: 12 hours

12 hours above SOC 101.

Pre-Professional Preparation

Pre-Art Therapy

Combined art and psychology offering

Faculty Advisor: Änna Pettway

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 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 <i>selected from the following</i> in consultation with Dr. Pettway	
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 Clinical/Counseling 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 those listed below, 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 Dr. Pettway about appropriate selection of courses.

Sport, Recreation and Wellness

Laura D. Alexeichik, Chair | <http://www.houghton.edu/sport-recreation-and-wellness/> | 585.567.9440 | Equestrian Center: 585-567-8142

The Sport, Recreation and Wellness Department is broken into two areas of focus: Sport, Recreation and Wellness Management and Recreation: Equestrian Studies.

Majors

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

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

[Sport, Recreation and Wellness Management](#)

Minor

[Athletic Administration and Sport Management](#)

[Equestrian Studies](#)

[Equine-Assisted Therapy](#)

[Health Promotion and Fitness](#)

[Recreation](#)

[Sports Ministry](#)

Faculty

Laura D. Alexeichik

Andrea N. Boon

Larissa Ries

Jo-Anne O. Young

General Information

The Sport, Recreation and Wellness Management (SRWM) program prepares professionals for managerial positions in the sport, recreation and wellness industry. Its mission is to develop 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. The SRWM major requires students to choose a minor in one of the following areas: athletic administration and sports management, health promotion and fitness, pre-athletic training, recreation, sports ministry, equestrian studies, and/or equine-assisted therapies.

The Recreation: Equestrian major offers two options: Equine Performance or Equine Management. These majors 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, 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.

Those wishing to participate in our equestrian program must realize the program is riding-intensive. It requires an ongoing commitment to learning and physical fitness. All Equestrian students are expected to maintain a professional demeanor at the barn. Horses can be unpredictable in their behavior; therefore, a degree of risk is inherent in working with these animals.

- The program observes a strict weight policy: Students should not weigh more than 20% of the horse's weight. Student weight includes all riding apparel and horse tack. This percentage is in line with industry standards and is upheld by the Certified Horsemanship Association.
- Any student participating in equestrian classes who requires a certain type or size of horse will be accommodated as much as possible. However, if Houghton College does not have an appropriate horse in the College lesson herd to meet a student's physical needs, the student may not be able to participate in equestrian riding classes.

- Students who have severe allergies to hay, straw, shavings and/or others are advised to discuss their plans for entrance into this program with their family physician.

*Please note, students are required to sign a waiver of liability at the time of entrance into the program.

*See [Program Guidelines and Requirements](#).

Majors

Recreation Major: Equestrian Studies – Management Track

BS (30–32 hours in core; 15 corequisite hours)

Corequisites	Credits
BADM 201 Business Communication	3
BADM 202 Accounting & Finance Principles	3
BADM 212 Principles of Management	3
BADM 303 Entrepreneurship	3
BADM 314 Human Resources Management	3
Total	15
Core Requirements	Credits
SRWM 221 Principles of Sport, Recreation and Wellness Management	3
SRWM 300 Program Planning and Evaluation	3
SRWM 475 Professional Development	1
SRWM 489 Internship/Field Placement	3–5
Certification: Certification in CPR and First Aid or WFR or WFA	
Total	10–12
Theory Requirements	Credits
EQST 222 Equestrian Pedagogy Methods	2
EQST 224 CHA Riding Instructor Certification	1
EQST 230 Principles of Western Riding	2
EQST 276 Dressage	2
EQST 238 Equine Science I	2
EQST 231 Equine Facility Management I	2
EQST 337 Adventure Trails	2
SRWM 229 Outdoor Leadership Training	3
<i>Choose 4 credits of electives from the following courses</i>	

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 424 Principles of Training	3
EQST 225 Jumping I	2
EQST 326 Jumping II	2
EQST 427 Mini Prix Equitation	2
EQST 334 Competition Dressage	2
EQST 336 Methods and Materials of Equine-Assisted Therapies	2
EQST 421 Advanced Dressage	2
EQST XXX Independent Study	1–2
EQST XXX Special Topics	1–2
Total Theory Requirements	18
Total in major (including prerequisites)	45–47

Recreation Major: Equestrian Studies – Performance Track

BS (33–35 hours in core; 9 corequisite hours)

Corequisites	Credits
BADM 202 Accounting & Finance Principles	3
BADM 212 Principles of Management	3
EDUC 219 Educational Psychology	3
Total	9
Core Requirements	Credits
SRWM 221 Principles of Sport, Recreation and Wellness Management	3
SRWM 300 Program Planning and Evaluation	3
SRWM 475 Professional Development	1
SRWM 489 Internship with Field Placement	3–5
Certification in CPR for the Professional Rescuer and First Aid or WFR or WFA	
Total	10–12
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 424 Principles of Training	3
EQST 225 Jumping I	2
EQST 328 Horse Show Judging	2
EQST 238 Equine Science I	2
EQST 231 Equine Facility Management I	2
<i>Choose 6 credits from the following courses</i>	
EQST 226 Foundations of Equine-Assisted Therapies	2
EQST 230 Principles of Western Riding	2
EQST 235 CHA-IRD	1
EQST 240 Teaching Riding in Bolivia	2
EQST 326 Jumping II	2
EQST 427 Mini Prix Equitation	2
EQST 334 Competition Dressage	2
EQST 336 Methods and Materials of Equine-Assisted Therapies	2
EQST 337 Adventure Trails	2
EQST 421 Advanced Dressage	2
EQST XXX Independent Study	2
EQST XXX Special Topics	2
Total Theory Requirements	21
Total in major (including prerequisites)	42–44

Sport, Recreation and Wellness Management Major

BS (44–49 hours in major; 3 hours prerequisites; 14–16 hours in required minor)

Prerequisite	Credits
ECON 210 or 211 Principles of Micro or Macroeconomics	3
Core	Credits

*SRWM 221 Principles of Sport, Recreation and Wellness Management	3
BADM 201 Business Communication	3
BADM 202 Accounting and Finance Principles	3
BADM 212 Principles of Management	3
BADM/COMM 218 Marketing Principles	3
BADM 303 Entrepreneurship	3
BADM 314 Human Resources Management	3
BADM 320 Leadership Development <i>or</i> SRWM 229 Outdoor Leadership Training	3
<i>Choose 2 from:</i> PSY 213, PSY 217, PSY 230, or PSY 301	6
<i>Choose 2 from:</i> COMM 115, COMM 205, COMM 215, or COMM 216	5–6
*SRWM 300 Program Planning and Evaluation	3
SRWM 308 <i>or</i> CPR/AED for the Prof. Res. & First Aid <i>or</i> WFA <i>or</i> Lifeguarding – Current Certification upon graduation	0–2
*SRWM 475 Professional Development	1
*SRWM 486, 487, 488 Practicums I, II, III <i>and/or</i> SRWM 489 Internship	3–5
SRWM 481 Senior Capstone Seminar	2
Total in major (not including prerequisites)	44–49

Minor (required – must be from preapproved list or by approval from the department chair)

*courses also found within the Recreation minor

Minor

Athletic Administration and Sports Management Minor: 16 hours

Required Courses	Credits
SRWM 221 Principles of Sport, Recreation and Wellness Management*	3
BADM 320 Leadership Development <i>or</i> SRWM 229 Outdoor Leadership Training**	3
Recommended Electives – <i>choose electives to total 16 hours as approved by advisor:</i>	
SRWM 314 Organization & Management of Athletics	3
SRWM 306 Principles of Coaching & Sports Management	3
SRWM 313 Sports Marketing & Communication	3
SRWM 270 Global Sports Culture	3
SRWM 295 ST: Strength & Conditioning	2

SRWM 295 ST: Personal Training	2
SRWM 295 ST: Sports Nutrition	2
SRWM 486/487/488 Practicum I, II, and/or III – <i>site location approved by instructor*</i>	1–3
BADM xxx – recommended and approved by advisor	3
PSY 200 level or higher – recommended and approved by advisor	3
COMM xxx – recommended and approved by advisor	2–3
Total	16

NOTE: Students with an SRWM major and Athletic Administration and Sports Management Minor must have a minimum of 12 non-overlapping credits to complete the minor.

**courses also found in the SRWM major*

***Students with an SRWM major will take one or the other based on course chosen for the major requirement.*

The Athletic Administration and Sports Management minor prepares students for professional leadership roles within the sports industry including coaching and administration; educational, recreational and club athletics; event and facilities management; sports marketing; media and public relations; recreation programming; product management; and emergent technologies within the growing sporting world.

Equestrian Studies Minor: 14 hours

Requirements	Credits
EQST 101 Introduction to Equestrian Studies	1
Equestrian electives (EQST 214 or above)	13
Total	14

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 will cultivate Christ-like character, enabling students to become effective servant-scholars.

*See [Program Guidelines and Requirements](#)

*Note: No more than 8 hours of EQST courses may be counted towards graduation for students not majoring in Recreation with the equestrian options or minoring in Equestrian Studies.

Equine-Assisted Therapy Minor: 15 hours

Requirements	Credits
EQST 101 Introduction to Equestrian Studies	1
EQST 238 Equine Science I	2
EQST 231 Equine Facility Management I	2
EQST 222 Equestrian Pedagogy Methods	2
EQST 226 Foundations of Equine-Assisted Therapies	2
EQST 336 Methods and Materials of Equine-Assisted Therapies	2

Equestrian electives (EQST 214 or above)	4
Total	14

A minor in Equine-Assisted Therapy will equip students to use horses to help individuals with disabilities in various settings through a variety of facilitation techniques. Students choosing to pursue a certification from the Professional Association of Therapeutic Horsemanship (PATH) can do so through an internship field placement.

*See [Program Guidelines and Requirements](#)

*Note: No more than 8 hours of EQST courses may be counted towards graduation for students not majoring in Recreation with the equestrian options or minoring in Equestrian Studies.

Health Promotion and Fitness Minor: 16 hours

Required Courses	Credits
SRWM 221 Principles of Sport, Recreation and Wellness Management*	3
SRWM 237 Holistic Health	3
<i>Current Certification</i> – SRWM 308 First Aid & Safety or CPR/AED for the Professional Rescuer and First Aid or Lifeguarding or WFA/WFR	0–2
Recommended Electives – choose electives to total 16 hours as approved by advisor	
SRWM 295 ST: Strength & Conditioning	2
SRWM 295 ST: Personal Training	2
SRWM 295 ST: Sports Nutrition	2
SRWM 314 Organization & Management of Athletics	3
SRWM 306 Principles of Coaching & Sport Management	3
BADM xxx – recommended and approved by advisor	3
PSY 200 level or higher – recommended and approved by advisor	3
COMM xxx – recommended and approved by advisor	2–3
BIOL 365: Immunology	
Total	16

NOTE: Students with an SRWM major and Health Promotion & Fitness Minor must have a minimum of 12 non-overlapping credits to complete the minor.

*courses also found in the SRWM major

The Health Promotion and Fitness minor prepares students interested in the applied health and wellness industry in local, regional and national settings. Students can pursue certifications within the National Council on Strength & Fitness (NCSF). Students are prepared for careers in health promotion, fitness instruction, strength & conditioning coaching, and personal training.

Recreation Minor: 16 hours

Required Courses	Credits
SRWM 221 Principles of Sport, Recreation and Wellness Management*	3

BADM 320 Leadership Development <i>or</i> SRWM 229 Outdoor Leadership Training**	3
<i>Current Certification</i> – WFA/WFR recommended <i>or</i> CPR/AED for the Prof. Rescuer & First Aid <i>or</i> Lifeguarding <i>or</i> SRWM 308 First Aid & Safety*	0–2
Recommended Electives – choose electives to total 16 hours as approved by advisor	
SRWM 240 Camps & Summer Programs	3
SRWM 241 Recreation & Tourism	3
SRWM 301 Outdoor & Experiential Education	3
SRWM 401 Natural Resource Management	3
SRWM 220 Adventure Sports	2
SRWM 104 Backpacking	1
BIO xxx – recommended course with environmental emphasis	4
PSY 200 level or higher – recommended and approved by advisor	3
COMM xxx – recommended and approved by advisor	2
Total	16

NOTE: Students with an SRWM major and a Recreation minor must have a minimum of 12 non-overlapping credits to complete the minor.

*courses also found within the SRWM major

**Students with an SRWM major will take one or the other based on the course chosen for the major requirement.

The Recreation minor equips students interested in areas of private, public and/or nonprofit recreation; camp programming; natural resource management; and adventure education. The minor addresses leadership styles and theory, principles and methods of program development, and the foundations of leisure theories and philosophies within the experiential educational context.

Sports Ministry Minor: 16 hours

Required Courses	Credits
CRFM 325 Bible Study and Teaching Methods	3
SRWM/CRFM 227 Sports Ministry: The Integration of Faith and Sport	3
SRWM/CRFM 275 Methods of Administration of Sports Ministry	3
Select one course from the following:	Credits
CRFM 341 <i>or</i> 342 Theological Explorations in Youth Cultures and Ministry I <i>or</i> II	3
BADM 320 Leadership Development <i>or</i> SRWM 229 Outdoor Leadership Training**	3
Recommended Electives – choose electives to total 16 hours as approved by advisor	3–4
MISS 242 Missions and the Global Church	4
SRWM 270 Global Sports Culture	3
SRWM 305 Sports Ministry Field Practicum	2

SRWM 306 Principles of Coaching and Sport Management	3
SRWM 240 Camps and Summer Programs	3
SRWM 241 Recreation and Tourism	3
INCL XXX – Intercultural course recommended by department	1–4
CRFM 341/342 (<i>whichever was not used in previous category</i>)	3
*With approval, the field experience or practicum can be fulfilled through one of the following, provided the course has a sufficient sports ministry component:	
CRFM 442 Internship in Christian Formation	3
MISS 311 Cross Cultural Field Experience	3–4
INCL 311 Intercultural Experience	1–4
Total	16

**Students with an SRWM major will take one or the other based on the course chosen for the major requirement.

The Sports Ministry minor equips students with hands-on learning opportunities and a theological foundation for the practice of sports ministry within a variety of settings, from cross-cultural missions and church plants to recreation/adventure sports, fitness/exercise programs, and coaching or camping.

This minor also prepares students for parachurch sports ministries such as Athletes in Action, Fellowship of Christian Athletes, Missionary Athletes International, Sports Friends, Surge International, Ignite International, Push the Rock, Climbing for Christ and Score International.

Off-Campus Study Opportunities

Marcus Dean, Director | <http://www.houghton.edu/academics/off-campus-studies/> | 585.567.9634 | OCS@houghton.edu

Houghton College students have access to several unique study abroad options. Some are operated entirely by Houghton College, others in cooperation with the Council for Christian Colleges and Universities (CCCU) or other affiliated providers. See our website, <https://www.houghton.edu/academics/off-campus-studies/>, or visit the office located in the Chamberlain Center, Room 413.

Participating in an off-campus opportunity is an academic privilege that can enhance a 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 Opportunities	Affiliated Opportunities
Houghton in East Africa	CCCU Off-Campus
	American Studies CCCU
	Australia Studies Centre CCCU
	Contemporary Music Center CCCU
	Latin American Studies CCCU

[Los Angeles Film Studies Center CCCU](#)

[Middle East Studies CCCU](#)

[Northern Ireland Semester CCCU](#)

[Oxford Summer School CCCU](#)

[Scholar's Semester in Oxford](#)

[Uganda Studies CCCU](#)

Other Off-Campus Opportunities

[Au Sable Institute of Environmental Studies](#)

BCA

Budapest Math Semester

Central Colleges Abroad

[Chez Vous](#)

[Creation Care Studies](#)

[Go-Ed Africa](#)

[Go-Ed Mekong](#)

[International Business Institute](#)

[Nazarene Theological College \(Manchester, UK\)](#)

[NOLS \(National Outdoor Leadership School\)](#)

Oregon Extension

Spanish Studies Abroad

Trinity Semester in Spain

Houghton Off-Campus Studies

Houghton in East Africa

Off-Campus Opportunity (12–18 hours)

Director: [Eli Knapp](#)

An intensive spring semester experience, Houghton in East Africa 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 East Africa, a student may earn between 12 and 18 hours.

INCL 311 Intercultural Experience may be taken as an optional course during the East Africa semester. Other Special Topics and Independent Study credits may be available when schedule permits.

CCCU Best Semester Off-Campus Studies

As a member of the CCCU, an association of more than 100 private liberal arts Christian colleges, Houghton is able to offer these off-campus options.

American Studies CCCU

CCCU Off-Campus Study (16 credits)

At American Studies, 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 onsite 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 American Studies alumni panels identify cultural and professional challenges to biblical living and leadership. They also provide experience-based perspectives on how others are addressing and overcoming these challenges. Students participate in the American Studies neighborhood engagement program, which allows each 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 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.

Professional Development Practicum 1 semester credit

Whether it is strategic communication or public policy that brings you to ASP, you will join a leadership community bound by a shared commitment to learn how to translate your campus convictions into real-world application. Come to D.C. to catch a vision for what it takes to lead institutions against the injustices facing our nation and our world.

Public Policy Initiatives Track

Public Policy Analysis and Field Seminar (3 credits)

Students directly engage Washington, D.C.-based leaders and leading institutions—governmental and non-governmental, national and international—that have a stake in a program-selected public policy debate. Students organize into small (three- or four-person) research teams. The main task is to write a *Group Policy Report* (GPR) analyzing competing economic, humanitarian and rule-of-law national security priorities in the selected debate. The GPR is supported by field-based research, which includes participation in at least six 1-hour meetings with policy experts and two to three team interviews with policy professionals. Students present their GPR research findings and policy recommendations at a policy conference in a congressional committee hearing room on Capitol Hill. A follow-up assignment challenges students to clarify the underlying

values they prioritized when making policy recommendations. Specifically, in writing the *Public Policy Ethics Plan*, students explain the role of biblical ideas and theological traditions in a) how they came to understand a policy issue as a public justice issue; b) how they chose from among competing policy prescriptions; and, by extension, c) what they believe about the proper role of government in society.

Advocacy and Diplomacy Field Seminar (3 credits)

Each student writes an Individual Advocacy Case Study (IACS) analyzing a policy advocacy campaign led by a national political actor (“the protagonist”). The advocacy campaign is focused on a well-defined domestic or foreign policy or program. Students are encouraged to select a case related to their internships. The IACS documents specific advocacy goals and objectives adopted by the protagonist. A situational analysis explains the economic, political and social context of the advocacy campaign. The IACS concludes with an evaluation of the protagonist’s decisions about target audiences, messaging and communication tactics. The study is supported by a lecture series by Washington, D.C.-based policy advocacy, diplomacy and lobbying professionals. Students present their IACS to Washington, D.C.-based policy professionals who work directly on the issue.

Strategic Communication Track

Case Studies in Strategic Communication (3 credits)

Students design two case studies, both supported by Washington, D.C.-based fieldwork and original research. The group case study focuses on the ongoing immigration debate in light of the 2016 Presidential Election. The ASP student group interviews four different organizations who are stakeholders in the case study’s decision point. The all-track case study allows students to compare how different organizations practice strategic communication in a crisis situation and the processes they use to document and respond to lessons learned from the experience. The case studies are presented in a mid-track conference. Students apply what they learn from the group case study project to design an individual case study focused on a strategic communication situation at the internship office or organization. A concluding conference allows students to share and compare research findings across institutional types and sizes. In sum, students learn how to directly engage world-class organizations and communication professionals to design original case studies to highlight best practices in formative research, strategic planning, message formation and storytelling, tactics and contingency planning, and outcomes-based measurement and evaluation.

Advocacy and Development (3 credits)

Students work collaboratively in small teams for a real-world client to research and propose a communications plan in fulfillment of the client’s project proposal. This exercise in persuasive communication seeks to build constituent commitment to the client’s mission, strategic initiatives and fundraising activities. Consequently, communication objectives aim to achieve clearly specified and measurable educational, advocacy and revenue goals. In a separate assignment, students reference their client work experience as well as their case study work to explain how biblical teachings inform our assumptions about and practice of strategic communication, documenting ethical challenges and “faithful practice” strategies they discovered at each step in the strategic communication process.

Australia Studies Centre (ASC)

CCCU Off-Campus Opportunity (16 credits)

Together, the ASC and Christian Heritage College (CHC) offer a range of challenging and engaging programs. Course curriculum is centered on a foundation of faith while exploring the connections of local as well as national tradition and culture.

Course Descriptions

Core units (Culture Emphasis) required

The View from Australia (4 credits)

This unit will introduce students to the multiple historical and cultural narratives that influence contemporary Australian culture and identity. Through active service learning and examination of Australians' reactions to and handling of historical and current local, regional and world issues, students will develop a basic understanding of Australian cultures and worldviews and be able to articulate and analyze connections among cultural beliefs, practices and location. This unit will also help ASC students emphasize and critique their roles as experiential and mobile learners in a world where consumerism, tourism and global nomadism are commonplace. Through reflective processes, students will consider their own cultural beliefs and practices and begin to distinguish these from biblical truth.

Select one:**Australian Indigenous Worldviews (4 credits)**

This unit will introduce some of the ways in which Aboriginal and Torres Strait Islander peoples view the world around them as well as providing insights into Aboriginal and Torres Strait Islander spirituality. It will also examine some of the core elements of Aboriginal and Torres Strait Islander worldviews to develop meaningful dialogue that may lead to the transformation of the Australian national life story.

Indigenous Cultures in Australia and Aotearoa (New Zealand) (4 credits)

This unit will introduce some of the ways in which Aboriginal, Torres Strait Islander and Māori peoples view the world around them as well as providing insights into Indigenous spirituality. It will also examine elements of Indigenous worldviews to develop meaningful dialogue that may lead to the transformation of the Australian and Aotearoa (New Zealand) national life story.

Elective Units (Discipline Emphasis) (4–12 credits)

Select two units from any of the following: School of Christian Studies, School of Business, School of Education and Humanities, School of Ministries, School of Social Sciences.

Internship (Practicum) (4 credits)

Select one practicum from the list of Social Science internships.

The ASC offers a limited number of internships (known as practicums or pracs at CHC) through the School of Social Sciences. Students who register for a prac will still take the ASC core units AS200 and AS201 or AS201 as well as a social science corequisite unit based on the prac. Each prac student completes 100 hours of placement and receives a professional mentor. Practicums are available in the following fields: Human Services (social work, child protection, community center work, human resources), Youth Ministry, Youth Welfare, Chaplaincy and Community Development.

Elective Courses

Courses are available from the following areas but vary by semester: Christian Studies, Business, Ministries, Social Sciences, Social Sciences Internships, Education, History, English and Drama

Contemporary Music Center (CMC) CCCU**CCCU Off-Campus Opportunity (16 credits)**

The world of music was an entirely different landscape 20 years ago. The CMC has been adapting to this business, because music is a blend of old and 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 the gifts and skills required to succeed in each of the major areas, including work as a performer, songwriter, record producer and engineer. Students gain an understanding of the structure and methodologies of a typical U.S. record company, including A and R, marketing, radio promotion, public relations, sales and 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 Elective

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 is 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 nonlinear, 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. Prerecorded tracks or other student players are allowed to assist those students who do not play an instrument. As students define their musical style and public personae, 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 Elective

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 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 Elective

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. They're in the place where you sip coffee and develop relationships through a common language. They're in the local restaurant owner who welcomes you and teaches you about real international business. And they're in your three homestay experiences, each 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 and theological currents that constitute Latin American society and culture. The course includes readings and presentations by Latin American experts 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

(Possible Credits: History, General Studies, Cross-Cultural Studies, Spanish)

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; 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 perspectives, broad readings and hands-on experience in a practicum setting. Course content is adapted to changes in Latin American society.

The concentration aims for participants to:

- 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.

Prerequisite: 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.

Business for Sustainability 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 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 non-governmental organizations 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.

Prerequisite: Course background should include macro-/microeconomics 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 6 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. The Los Angeles Film Studies Center (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 semester.

Hollywood Production Workshop (4 credits)

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 course offers students the opportunity to make a motion picture production using Hollywood locations, resources and protocol. Students participate in a competitive vetting process of scripts, pitches and meetings much like the professional industry process. For example, those who want to direct submit reels for review, and writers participate in a rigorous development process in the first few weeks of the semester.

Faith and Artistic Development in Film (3 credits)

This course investigates the connection between faith and the artistic development of the filmmaker by 1) probing the culture of Hollywood and the culture it spawns, its challenges, ethics, expectations and gifts; 2) delving into our own lives and looking at issues of identity and purpose; and 3) exploring how we might live out the best versions of ourselves as artists. What does our art—our storytelling, editing, cinematography, directing or producing—reveal about us? How shall we then create and live?

Electives: Choose 1

Narrative Storytelling (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 postproduction 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 placed on 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 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 on developing the materials and relationships necessary for a successful career.

Independent Study (3 credits)

This course may be selected by special request and arrangement. 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 firsthand 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.

[Course Descriptions](#)

Introduction to Arabic Language (4 or 6 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 homestays and at service projects. Students will have class three to four days per week, learning everyday vocabulary and colloquial grammar. 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 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 Eastern 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.

Northern Ireland Semester

CCCU Off-Campus Opportunity (16 credits)

NIS is designed to extend your program of study by providing experiential learning not available on your home campus. All students are required to take the Peacemaking and Reconciliation in Northern Ireland course.

During the Northern Ireland Semester, you'll experience the deep impact of the religious and political conflict that has been an important part of Northern Ireland's history. Sit at a table with residents who lived through "The Troubles" as you hear firsthand accounts of the hunger strikes and political clashes that beset Belfast in recent decades. Pray in ancient cathedrals that predate the birth of your home country. Hike among green pastures and ancient forests.

Christian Thought and Practice (3 credits)

This course combines the study of Christian theology with its application to all areas of life. It focuses on essential doctrines of the Christian faith, including Scripture, the Trinity, salvation, the Church, creation and the eternal Kingdom. The unity of divine revelation and the contemporary applicability of the Scriptures are emphasized. Additionally, this class will challenge students to consider the transforming presence of Christ in every aspect of life. Habits and disciplines practiced by Christians within different historical traditions of the Church will be explored with particular attention to the history and practice of Celtic Christianity. Through readings, reflections and the practice of spiritual disciplines, students will develop an informed theology and practice of the Christian life. Does not meet major/minor credit. Liberal Arts

Intercultural Communication (3 credits)

A study of the process of interpersonal communication in one's own culture and the principles of effective communication within another cultural context. Attention is given to values, ethnocentricity, nonverbal communication and cultural change. COMM elective (major/minor), INCL elective (major). Liberal Arts

Ireland and Western Civilization (3 credits)

This course explores the history of Ireland as a window into the general historical development of Western Europe. While it's not entirely true that the Irish "saved civilization," as one historian has argued, the island has played an important role in the history of Europe. Particular attention will be given to Ireland's role in the formation of medieval Europe, the Protestant Reformation and religious wars, colonialism, the Industrial Revolution, and Ireland's role in World War I and II. The course concludes with a study of modern Ireland as a significant arena for political conflict as well as global capitalism. HIST (major/minor). Liberal Arts

Irish Art and Culture (3 credits)

A study of Irish art forms such as painting, sculpture, architecture and film in the cultural context of Irish politics, economics and religion. Provides a general introduction to the theory and practice of formal art and design principles. This course combines academic coursework with visits to important cultural sites in Ireland and Northern Ireland as well as guest lecturers from contemporary artists. ART Gen Ed.

Irish Literature (3 credits)

A reading-intensive overview of the literary history of Ireland through examination of selected works of poetry, prose and drama in English by some of Ireland's most significant writers. Readings include works by William Butler Yeats, Oscar Wilde, James Joyce, C. S. Lewis, Seamus Heaney, Michael Longley and others. Among eras to be considered are the Celtic Renaissance and "The Troubles" as literary subject and inspiration. ENGL (major/minor elective). Liberal Arts

Peacemaking, Reconciliation and Conflict Transformation in Northern Ireland (3 credits)

An introduction to the basic principles and strategies of conflict transformation through a "place as text" study of the conflict in Ireland, Northern Ireland and the greater United Kingdom. Students will visit sites of conflict as they explore the historical development of the conflict in Ireland known as "The Troubles." Students will also discuss contested artifacts and interpretations as they personally interact with politicians, prisoners, victims and others involved in the conflict. Students will be challenged to apply their understanding of the conflict in Ireland to peace and reconciliation efforts in other parts of the world, including their own communities. POLS (major/minor elective), INCL (major elective). Liberal Arts

Scholar's Semester in Oxford

Off-Campus Opportunity (17 credits)

Scholar's semester is designed for students seeking an academically rigorous and robust experience. In the tutorial, students meet individually with Oxford scholars to discuss topics chosen from subjects in the disciplines of history, literature, languages, philosophy, musicology, art, science and more.

Course Descriptions

Primary Tutorial (6 credits)

Each week during the term, students have their primary tutorial.

Secondary Tutorial (3 credits)

Students have their secondary tutorial every second week during the term and choose a different subject from that studied for the primary tutorial; in all other respects, secondary tutorials have the same characteristics as primary tutorials.

TUTORIAL TOPICS

Tutorial topics are listed under nine topics (disciplinary concentrations): Classics, English language and literature, history, history of art, modern languages, musicology, philosophy, psychology and theology.

Undergraduate Research Seminar (4 credits)

Seminar discussion classes enable students to reflect on methodological issues within their discipline and integrate material covered in tutorials and University of Oxford lectures.

Seminars are offered in the following seven disciplines: Classics, English language and literature (for English and modern language students), history, history of art, philosophy, psychology, and theology.

Selected Topics in British Culture (4 credits)

This course examines selective themes from the British past and the traces they have left in present-day Britain. Students explore how events, people and ideas from the past are remembered, forgotten and misremembered in literature, politics, philosophy, religion, art and architecture, and the material landscape and investigate the meaning, use and abuse of the past.

Students attend lectures, viewings and field trips but spend most of their time doing independent study to produce detailed essays.

Students may receive credit in one of 11 disciplines by submitting work in that discipline:

Classics, gender studies, history, history of art, history of science, literature, musicology, philosophy, political science, psychology or theology.

[Oxford Summer School](#)

Off-Campus Opportunity (6 credits)

Oxford Summer School 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.

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 based on 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.

[Uganda Studies Program](#)

Off-Campus Opportunity

The Uganda Studies Program (USP) offers a range of options and flexibility. USP students may live either on campus or with a host family for the semester. Along with coursework, students are encouraged to participate in Ugandan life and explore the intricacy of cross-cultural relationships learning from and with Ugandans.

[Course Descriptions](#)

REQUIRED COURSE:

Faith and Action in the Ugandan Context (4 credits)

This combines a traditional classroom component (e.g., readings, discussion, small group processing, lecture) with a broad spectrum of experiential learning (e.g., living and studying with Ugandan students, homestays with Ugandan families, travel to various regions of Uganda and Rwanda, exposure to both missionaries and Ugandans involved in various social services). The course begins at orientation and continues through the debrief retreat. Evaluation methods may include written assignments, verbal presentations, class participation, informal and formal debrief sessions, creative projects, journal entries, and one-on-one discussions.

Options:

AFRICAN CONTEXT COURSES (3–12 credits)

African Literature (3 credits)

This course examines the literature of sub-Saharan Africa. Students will become familiar with the distinctive features of literature from Eastern, Western and Southern Africa as well as the genres of oral literature, fiction (both short story and novel), poetry and drama.

Religions in Contemporary Uganda (3 credits)

Religion plays a very important role in the lives of Africans, dominating their social, political and economic lives. This course examines the three religions that have had a strong influence in Uganda: African Traditional Religion, Christianity and Islam.

East African History from 1800 to Independence (3 credits)

This course examines the history of Uganda, Kenya, Tanzania and Rwanda from 1800 to independence.

East African Politics since Independence (3 credits)

This course focuses on the politics of Uganda, Kenya, Tanzania and Rwanda, starting with the struggle for independence and concluding with an analysis of current political events in each country.

USP Elective Course (3–12 credits)

Cross-Cultural Practicum (3 credits)

This course seeks to expose students to a wide variety of perspectives and practices in cross-cultural engagement here in Uganda as students seek to understand their own unique vocations in a global context.

Kiswahili (3–6 credits)

Luganda (3–6 credits)

Other Off-Campus Opportunities

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 science-area special topics courses. 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 8 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.

The 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. The [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)

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)

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)

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 355 French Media and Society (4, summer)

Using advanced conversation structures, uses various French media as a window into modern aspects and issues of French society today. Students use higher-level communication skills to engage with abstract thoughts and concepts in oral and written forms. Includes reinforcement of correct pronunciation and accent. Taught in French by national professors at the Université de Caen.

FREN 356 Exploring French Cinema

Using advanced conversation structures, uses cinema as a window into French history and culture. Students use higher-level communication skills to engage with abstract thoughts and concepts. Includes a focus on pronunciation and accent. Taught in French by national professors at the Université de Caen.

FREN 360 French Civilization and History (4, summer)

Introduces post-intermediate students to the historical side of French civilization (through WWII), then connects various historical threads to current institutional, political and social aspects of modern France. 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 Civilization and Culture (4, summer 17)

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, summer)

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, and the post-WWII missionary outreach, the sweeping arc of Christianity has exerted a profound influence on the

course of French history. This study gives students a deep understanding of and appreciation for the rich spiritual heritage we enjoy through France. Taught in French.

Creation Care Study

Affiliated Off-Campus Opportunity (12–14 credits)

The Creation Care Study Program (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 participate 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 for 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 –offered as part of the CCSP)

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 on 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 the CCSP, this course helps students 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 110 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, so learning te reo Maori allows students to access te ao Maori (the Maori world) and Maori worldviews. As students compare tikanga Maori with other cultures within New Zealand and overseas, they'll develop an understanding of the central roles of language, culture, place and heritage 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 forest, stream and near-shore marine environments—coral reef, mangrove and sea grass—with experts 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 (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 the 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)

Go-Ed

Off-Campus Opportunity (15 possible credits)

Campus Contact: [Marcus Dean](#)

Go-Ed is a semester abroad opportunity sponsored by a nonprofit 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 during both fall and spring semesters at Go-Ed sites in Africa and the Mekong region of Southeast Asia. All courses grant 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 takes place primarily in Thailand. Placements may also be in Cambodia, Bangladesh, the Philippines or other Southeast Asian countries.

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 long 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 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 international business management with reading and academic work including the recent developments and literature in this field. Students are 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

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.

Nazarene Theological College (Manchester, UK)

With course units in the areas of theology, youth work, culture, history, art and English literature, Nazarene Theological College offers a range of study options. Come and immerse yourself in life as a student in Britain for a semester. In this program, you will be able to study alongside students from all over the UK and abroad. During the semester in Manchester, a student may earn between 12 and 18 hours in classes covering areas such as Biblical Studies, Theology, Church History, Pastoral Theology and English Literature. Courses taken at Nazarene Theological College will be received as Houghton College Special topics courses.

Manchester itself is a great city in the northwest of England. It boasts world-class theatres, art galleries, orchestras—and two great “football” teams, of course. It is just an hour from North Wales or the glories of the Peak District and two hours by train from the Lake District or from London. Try a day in Stratford, and take in a Shakespeare play, or visit “Wordsworth Country” or the home of the Brontës. Whatever it is you long to experience in Britain, Manchester is not far from it!

Additional Off-Campus Opportunities

The College also has affiliation agreements with other institutions and organizations to provide further study abroad opportunities. 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.

For any of the affiliated opportunities in the chart below, financial aid is applied as follows:

1. Any non-Houghton or outside aid normally remains intact.
2. To receive Houghton tuition-based aid, students may apply for a limited number of Houghton aid awards. This is to be done through the Off-Campus Studies office within the first month of the semester prior to the off-campus semester. Please contact the OCS office as soon as you are considering a semester off-campus.

Tabular Listing of Off-Campus Opportunities

Houghton Opportunities				
	HC Catalog Courses	Grades on Transcript	HC Fin Aid Awarded	Qualifies Mayterm
Honors in London	Yes	Yes	Yes	Yes
Honors: East Meets West	Yes	Yes	Yes	Yes
Houghton in East Africa	Yes	Yes	Yes	Yes
Affiliated Opportunities				
Council for Christian Colleges and Universities	HC Catalog Courses	Grades on Transcript	HC Fin Aid Awarded	Qualifies Mayterm
American Studies (Washington, D.C.)	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
Northern Ireland	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
Other Opportunities	HC Catalog Courses	Grades on Transcript	HC Fin Aid Awarded	Qualifies Mayterm

AuSable Institute of Environmental Studies	Yes	Yes	No	No
BCA Study Abroad	No	No	No	No
Budapest Semester in Mathematics	No	No	No	No
CCSP (Creation Care Study Program)	Yes	Yes	No	No
Central College Abroad (IA)	No	No	No	No
Chez Vous	Yes	Yes	No	No
Christian College Consortium Visitor	No	No	No	No
Daystar University – Kenya	No	No	No	No
Go-Ed (Africa and Mekong)	Yes	Yes	No	No
International Business Institute	Yes	Yes	No	No
Laval Language Institute (Q.B.)	No	No	No	No
Nazarene Theological College (Manchester, UK)	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
Spanish Studies Abroad	No	No	No	No
Trinity Christian (Seville, Spain)	No	No	No	No
WNYHE Consortium	No	Yes	N/A	No

Course Descriptions

Course Description Codes

Code	Explanation
4	Number of credit hours for the course (variable: may be 1, 2, 3, 4 or more)
1,2,3 or 4	Credit hour options
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
OD	Course offered on demand
F19	Course offered in fall, odd-numbered years
F20	Course offered in fall, even-numbered years
S20	Course offered in spring, even-numbered years
S21	Course offered in Spring, odd-numbered years
F20/S21	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 Faculty. 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's Office](#) website.

ACCT 211 Financial Accounting

3-F

Basic theory and practices of financial accounting. Emphasis on proper recording of business transactions and understanding the effect of transactions on the financial statements of proprietorships, partnerships and corporations. Includes analysis of key financial statement data. Prerequisite: BADM 201

ACCT 212 Managerial Accounting

3-S

Basic theories and practices of providing accounting information to organizational decision makers. Prerequisites: ACCT 211, BADM 201

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. Prerequisites: 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: ACCT 311

ACCT 314 Cost Accounting

3-S21

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: ACCT 212

ACCT 315 Auditing

3-F19

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 on the legal and ethical requirements of the auditor, including Sarbanes-Oxley. Prerequisite: ACCT 212 or permission

ACCT 316 Federal Income Tax

3-F20

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. Prerequisites: ACCT 211, ACCT 212 or permission

ACCT 323 Tax Practicum (P/U)

1-S

Supervised preparation of tax returns through the Voluntary Income Tax Assistance program using resources and guidance provided by the IRS. Prerequisite: ACCT 316 or permission

ACCT 418 Advanced Accounting

3-S20

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: 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

3-WSP (Houghton Online)

ADC 441 Worldviews at Work

3-WSP (Houghton Online)

Provides managers and other workers with an enhanced understanding of how worldviews—in particular, a person's basic faith commitments—impact the workplace and vice versa. Introduction to the relationship between religion and the culture of organizations 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

3-F&S

Cultural and social aspects of human behavior; comparison of cultures. Fulfills half of General Education Social Sciences and half of Changing World. Liberal Arts.

ANTH 256 History, Religion & Society of the Mekong Region

3-F&S

Introduces the historical and social context of the Mekong sub-region of Southeast Asia and explores the dynamics among religious, political and other social foundations and contemporary forces of change. Begins with a survey of the major religions of the region (chiefly Buddhism and tribal Animism) and their enduring influence on worldview and culture, then 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 are guided to explore the influence of intangible factors on tangible institutions and historical events. 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 Anthropology

4-S

Intensive study of East African ethnic—their beliefs, behaviors, work and societies. Lectures, which include foundational anthropological theory as well as ethnic descriptions, are augmented by frequent class discussions; field trips; and interactions (including homestay) with Dorobo, Maasai and other local East African ethnic groups. Sociology, Intercultural Studies elective credit. Houghton East Africa. Liberal Arts.

ANTH 295, 296 Special Topics in Anthropology

1–4-WSP

Topics offered according to interest and demand. Liberal Arts.

ANTH 310 Intercultural Competencies

3-F

Explores the knowledge, attitudes and skills for transitioning into, adapting to, and working 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. Fulfills part of General Education Changing World requirement. 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 is interwoven with basic concepts, and emphasis is on how humans

view and interact with the natural environment. Themes and topics studied include control, complexity/simplification, sustainability, adaptation, place, mechanization, efficiency/inefficiency, centralization/decentralization, resilience, parks, economies of scale, specialization/diversification, development and poverty. These themes are discussed in relation to five basic human societies: hunting and gathering, pastoral, agricultural, industrial, and global. Collaborative research is undertaken depending on the opportunity. Houghton East Africa. Fulfills part of General Education Changing World requirement. Liberal Arts.

ANTH 340 African Traditional Culture and Religion

3-F&S

Fast means of travel and communication have shrunk the world to almost one village. However, 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 humans. This course aims to provide students with the academic tools for social and cultural analysis with a specific focus on African traditional culture and religion in general and special emphasis and examples drawn from the Rwanda culture and religion. The course explores some of the characteristics of African cultures and traditional religions and the values and social perspectives they vehicle as well as the influence of those cultures on receptivity to Christianity, Islam and development. Liberal Arts. Part of Go-Ed semester.

ANTH 350 Culture Change and Globalization

4-F20

Globalization is spreading rapidly and is causing significant culture change to all societies from traditional to folk to contemporary. Focusing on historical and

current case studies, this course makes students aware of current cultural changes and gives them the theoretical knowledge to understand, empathize with, and assist people wrestling with culture change. Pre- or corequisite: 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 not the “street language” of any particular country, MSA provides an excellent grounding towards fluency in any dialect in the Arab world. Those wishing to go further 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. Fulfills General Education Art & Music requirement. Liberal Arts.

ART 132 Art and Architecture in Context in Europe

4-May18

A course for the non-Art student participating in the Mayterm trip to Europe. Approximately 20 days studying 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. Fulfills General Education Art & Music requirement. Liberal Arts.

ART 195 Special Topics

1, 2, 3 or 4-WSP

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.

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. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 212 Abstract Drawing

4-S

Explores the possibilities of drawing based on conceptual rather than perceptual knowledge. A wide variety of conceptual sources are 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. Diverse experimentation with surfaces, materials and applications is encouraged. Emphasis is 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 are studied and used for reference. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 215 Etching

2-F

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. Focus is on traditional methods of working etching plates. Intaglio techniques include several rich and varied processes. The class covers etching, drypoint, aquatint, use of soft and hard grounds, and the combination of techniques on a single plate. Printing techniques are demonstrated, including color printing and

registration of multiple plates. Students work through and generate a body of images associated with a self-directed theme. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 216 The Art and History of Film Genre
4-S

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. Subcategories such as crime/gangster or crime/prison are also considered. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 224 Motion Media Design & Animation
4-F

Introduction to the foundational concepts of communications design in which time is an important formal element. Studio work explores 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. Fulfills General Education Art & Music requirement. Liberal Arts. This course has a lab fee.

ART 228 Digital Video I
4-F&S

Introduction to the movie-making process using digital tools. Students 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. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 231 Ancient Art History
4-F19

History of world art from prehistory to 14th century. Exploration of pivotal Western monuments and the role of art as visual communication of religious, political and social concerns. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. Liberal Arts.

ART 234 Art and Architecture in Europe
4-May18

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. Fulfills General Education Art & Music requirement. Liberal Arts.

ART 235 African Art History
4-WSP

A selective survey of 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 in East Africa. Fulfills General Education Art & Music requirement. Liberal Arts.

ART 236 Asian Art History Survey

4-S21

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. Fulfills General Education Art & Music requirement. Liberal Arts.

ART 237 Modern and Contemporary Western Art History

4-F20

History of Western art from the mid-18th through the early 21st century. Analysis of major movements and artists as well as underlying philosophy and cultural influences. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 251 Sculpture I

4-S20

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 nontraditional materials and processes, installation, and contextual considerations. Fulfills General Education Art & Music requirement. Lab Fee.

ART 254 African Cultural Arts

3-F&S

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). Provides hands-on experience of the ways in which the arts can serve as agents of cultural preservation as well as cultural transformation. Seeks to guide students in the exploration of the spiritual, philosophical, social and psychological drivers of the cultural arts to gain a deeper appreciation of diversity and human creativity. Students are 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 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. High emphasis on participation and reflection. Fulfills General Education Art &

Music requirement. Liberal Arts. Part of Go-Ed semester.

ART 255 Thai Cultural Arts

3-F&S

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). Provides hands-on experience of the ways in which the arts can serve as agents of preservation as well as transformation in culture. Seeks to guide students in the exploration of the spiritual, philosophical, social and psychological drivers of the cultural arts to gain a deeper appreciation of diversity and human creativity. Students are 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 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. High emphasis on participation and reflection. Fulfills General Education Art & Music requirement. Liberal Arts. Part of Go-Ed semester.

ART 261 Introduction to Printmaking

2-F

Screen-printing and relief methods of printmaking are explored through hand-printed media in multiples alongside the creation of unique images made with monoprinting techniques. Discussion and research on the historical context of printmaking center on its relationship to innovation. Non-toxic methods of printmaking are applied in the development of contemporary methods in studio practice. Fulfills General Education Art requirement.

ART 262 Screen-printing

2-F19

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 work through and generate a body of images associated with a self-directed theme or narrative. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 263 Typography and Letterpress Printing

4-S20

Introduction to letterpress printing techniques with hand-set metal type through limited-edition printing of text and images. Discussion of the innovation of moveable type and typography in relation to their influence on human civilization, language and the written word; the industrial revolution; and modern economic structure. Exploration of the historic and contemporary practice of publishing hand-printed media in multiples through self-directed themes that combine text and image in book form. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 264 Relief Printing

2-WSP

Introduction to the basic techniques, processes and history of relief printing. Focuses primarily on the woodcut medium. Students work through and generate a body of work associated with a self-directed theme. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 265 Fiber Studies & Printmaking

2-F

Extensive investigation of fiber through the process of papermaking by hand. Traditional Eastern and Western methods of papermaking are explored with a focus on building ecologically sustainable art practice, responsible harvesting of natural fiber and reuse of a wide variety of recyclable materials. The development of sculptural and functional work is supplemented through demonstrations, studio research and lectures surveying historical and contemporary work in fiber. Fulfills General Education Art & Music requirement.

ART 266 Sculptural and Moveable Book

2-WSP

Students construct models and finished pieces that can be used as standalone artist books or combined to create sculptural book forms. Using various materials, unusual openings and interesting closures, students explore creative book forms and develop their own unique books. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 267 Lithography

2-S20

Introduction to the basic techniques, processes and history of lithography, especially stone lithography. Covers basic theory and current processing methods. Students generate a body of work associated with a self-directed theme or narrative. Fulfills General Education Art & Music requirement. 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. Foundation of the historical development of ideas and techniques and the role of ceramics in contemporary art. Introduction to glazing, decorating and firing processes. Students

produce a body of 12 pieces. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 283 Introduction to Digital Photography

4-F&S

Introduction to the fundamentals of digital photography, including camera operation, file management and digital printing. Students 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. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 285/286/287/288 Fine Arts Seminar

1, repeat up to 4 credits-F

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

Designed to provide students with opportunity 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.

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. Fulfills General Education Art & Music requirement. This course has a lab fee. Prerequisite: ART 211

ART 314 The Art and History of Film
4-S20

Introduction to the history, craft, theory and critical content of film—15 films viewed in class, 20–25 for outside-of-class research work. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. This course has a lab fee. Prerequisite: 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-S21

Further development of conceptualization and visualization skill within graphic design media, including computer design. Assignments directed towards professional practice. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. Liberal Arts.

ART 351 Sculpture II
4-WSP

Exploration of three-dimensional form/space through individual creative experiences working with various sculptural media. Fulfills General Education Art & Music requirement. This course has a lab fee. Prerequisite: ART 251

ART 363 The Visual Book
4-F19

Expanding on the foundational knowledge of printmaking and typographic processes gained in introductory-level courses, focus is on production and publication of limited-edition, hand-bound books that explore the relationship between text and image. Advanced methods of bookbinding and printmaking techniques are demonstrated and

supplemented by discussion and readings centered on concept development. The historic and contemporary practice of publishing hand-printed media in multiples is explored through self-directed themes. Prerequisites: Introduction to Printmaking and/or Typography & Letterpress. Fulfills General Education Art requirement.

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. Fulfills General Education Art & Music requirement. This course has a lab fee. Prerequisite: ART 271

ART 380 Lighting for the Still and Moving Image

4-F

Studio class examining the technical and practical aspects of lighting for photography and video. Students learn to assess the qualities of light and how to effectively use strobe, continuous and natural lighting on location and in the studio. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 382 Advanced Topics in Photography

4-S21

Continued exploration of photographic techniques and concepts emphasizing digital workflow, including digital camera operation, digital output and strobe lighting. Intensive, conceptually driven studio assignments reinforced through readings, discussions, critiques and lectures. Fulfills General Education Art & Music requirement. This course has a lab fee. Prerequisite: ART 281

ART 383 Applied Design Internship

1–4-WSP

Students 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 objectives with an appropriate experience. Requires 60–100 hours in the field. Prerequisites: Junior status, coursework at 300 level in internship media

ART 384 Digital Imaging II

4-F20

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 structured by Art faculty to meet the needs of the advanced student. Fulfills General Education Art & Music requirement. This course has a lab fee. Prerequisite: 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. The philosophy and structure place a high priority on the establishment of an active and reflective relationship between individuals and their work. Individual studio space is provided 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 two- and three-dimensional 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. The philosophy and structure place a high priority on the establishment of an active and reflective relationship between individuals and their work. Individual studio space is provided 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

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.

ART 421 Painting III

4-F19

Emphasis on individual development and refinement of personal expression in various approaches to painting. Fulfills General Education Art & Music requirement. 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 461 Advanced Topics in Printmaking

4-S20

At the intersection of traditional and contemporary practice, this course is centered on material transformation as it relates to print media and sculpture. Expanding on skills gained through introductory levels of

printmaking and fiber studies, methods in etching and lithography are explored in the development of a body of work that examines the sculptural potential for prints and paper as site-specific installation. Material and conceptual development are driven by individual student proposals and supplemented by critical discussions, readings, work samples, demonstrations and lectures. Fulfills General Education Art & Music requirement. Prerequisites: Introduction to Printmaking or Fiber Studies and Papermaking

ART 471 Ceramics III

4-S20

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. Fulfills General Education Art & Music requirement. Prerequisite: ART 371

ART 479 Photographic Concepts and Practices

4-S20

An advanced projects course that allows students to refine and focus their work within one of several genres of photography. Examines professional practices, including establishing a photography business, marketing techniques, creating estimates and invoices, and copyright issues. Students develop a cohesive portfolio through group discussions and critiques. Fulfills General Education Art & Music requirement. This course has a lab fee.

ART 485 Senior Studio

2-F

A seminar-studio course required for all Studio Art majors. Students 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: Senior standing with a major in Studio Art

ART 486 Senior Seminar and Exhibition

2-S

Seminar studio that includes 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 spring semester.

BADM 102 Personal Finance

1 or 2-WSP

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 200 Business Writing

3-F Module 1 (Houghton Online)

Emphasis on improving ability to communicate effectively through writing, identification of audience and purpose, clear reasoning and rational organization, suitable wording and effective rewriting.

BADM 201 Business Communication

3-F&S

A study of communication theory and principles as applied to business writing, oral communication and data reporting. Students will learn to prepare professional business presentations utilizing and coordinating these three major areas of business communication.

BADM 202 Accounting and Finance Principles

3-S

3-S Module II (Houghton Online)

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 210 Fundamentals of Management

3-S Module I (Houghton Online)

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.

BADM 212 Principles of Management

3-F&S

Familiarizes students with the knowledge, roles, responsibilities and skills required of new managers. Special attention given to managerial decision-making, problem-solving, information and human resources issues.

BADM 213 Business Law I

3-F19

Introduction to the basic legal environment of business, contracts, sales and leases, and negotiable instruments.

BADM 214 Business Law II

3-F20

Basic law covering forms of business organization, agency, bankruptcy, government regulations and professional liability.

BADM 218 Marketing Principles

3-F&S

3-F Module I (Houghton Online)

A comprehensive examination of proactive and reactive business strategies and tactics that create and fulfill demand for consumer products and services and that result in high

customer satisfaction and ongoing, long-range business–consumer relationships.

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 learn how to organize large volumes of data to facilitate 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 303 Entrepreneurship

3-S

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 304 Social Media Marketing

3-F

Aims to understand consumers' social interactions, examine the various social media channels available to marketers, and learn how to build social marketing strategies and track their effectiveness. Prerequisite: BADM/COMM 218

BADM 309 Statistics

4-F&S, 3-May

Descriptive and inferential statistics: measures of central tendency and variability, discrete and continuous probability functions, sampling, estimation, hypothesis testing, correlation, regression, chi-square and ANOVA. Liberal Arts.

BADM 310 Corporate Finance I

3-F

Financial analysis, budgeting, working capital management, capital budgeting, sources of financing and cost of capital.

Prerequisites: BADM 201, ACCT 211, ACCT 212, ECON 210 or permission

BADM 312 Advertising Principles

3-F

3-S Module II (Houghton Online)

An historic and present-day overview of the American advertising business and its effectiveness in creating consumer demand for products and services using print, broadcast and Internet-based media. Examines and critiques creative executions targeted at key audience segments. Typically includes a group advertising project.

BADM 313 International Business

2

Examination of the variations in business management and practices in developed and less developed countries worldwide. Prerequisites: BADM 212 and ECON 210 or permission

BADM 314 Human Resources Management

3-S

3-Summer Module I (Houghton Online)

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. Prerequisite: BADM 210 or BADM 212 or permission

BADM 315 Public Relations Principles

3-S

3-F Module II (Houghton Online)

A study of the development, implementation and management of professional public relations programs designed to create, enhance or protect the reputations of businesses or organizations. Explores the roots of public relations and proceeds to analyze communication strategies and relationship building efforts with publics critical to the organization's success in the marketplace. Prerequisite: BADM/COMM 218

BADM 316 Corporate Finance II

3

Covers the major decision-making areas of corporate finance and some selected topics in

financial theory. 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: BADM 310

BADM 317 Management Information Systems

3

Design, maintenance and monitoring of information systems. Includes systems and audit concepts. Prerequisites: BADM 201, ACCT 211, ACCT 212

BADM 319 Marketing Research

3-S Module I (Houghton Online)

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: ECON 201 (or permission), BADM/COMM 218

BADM 320 Leadership Development

3-F

3-S Module I (Houghton Online)

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 leadership responsibilities and abilities. 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. Fulfills requirements for majors in BADM and SRWM departments. Liberal Arts.

BADM 323 Leading Change

3-S Module II (Houghton Online)

Examination of the critical factors for managing organizational change successfully—that is, to become more productive and competitive. Topics include driving forces for change, common approaches to change initiatives, competencies required to be effective change leaders and managers, the effect of change on an organization’s stakeholders, and measurement of results. Case studies are used, and there is heavy reliance on student experience with change initiatives in their own organizations.

BADM 325 Project Management

3-F Module II (Houghton Online)

The primary premise of this course is that project management concepts are fundamental to most activities undertaken by organizations and individuals. Students 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 are explored as essential elements of a successful project. Opportunities to apply technology to project management are addressed. Prerequisite: BADM 210 or BADM 212 or permission

BADM 330 Operations Management

3-F20

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. Prerequisites: BADM 201 or permission, BADM 202 or ACCT 211, and must

have satisfied the General Education requirement in Mathematics.

BADM 335 Integrated Marketing Communication

3

A culminating study of how marketing communication disciplines coalesce to form powerful, ongoing communication campaigns that demonstrate, elevate and sustain the mission, products and services of profit-making or not-for-profit organizations (including government). Uses case studies of various IMC initiatives to analyze their approaches, outcomes and overall effectiveness. Prerequisites: BADM/COMM 218, BADM/COMM 312, BADM/COMM 315, BADM 319

BADM 340 eCommerce

3

Designed to give students exposure, understanding and know-how in the ways in which the Internet is transforming and facilitating key business functions. Exploration of the organizations that have succeeded and 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 341 Work Team Dynamics

3-Summer Module II (Houghton Online)

Focus on dynamic processes affecting task-oriented work groups, including formation, development, maturity and effectiveness. Addresses goals, interactions, problem recognition, interventions and team meetings.

BADM 345 Employment Law

3-Summer Module II (Houghton Online)

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.

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. Prerequisites: ACCT 211, ACCT 212 and BADM 310 or permission

BADM 410 Free Enterprise and Value Creation

0–1-F&S

Advanced course for students focused on entrepreneurship or small business management. Students work collaboratively with faculty in researching, planning and implementing startup 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. May be taken multiple semesters for 4 credits toward graduation and counts as internship credit.

BADM 414 Workplace Excellence

1–4

Advanced topics in human resources (HR), ethics, change management, workforce planning, talent management, competitive strategy, total rewards and HR performance metrics. 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: 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

0, .5, 1-F&S

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. May be taken multiple semesters for a maximum of 4 credits toward graduation.

BADM 446 Staffing and Performance Management

3-S Module II (Houghton Online)

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 also include strategies to recruit, retain and develop a diverse workforce. Prerequisite: BADM 314 or permission

BADM 448 Employee Training and Development

3

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: BADM 314 or permission

BADM 450 Managing Total Rewards

3-F Module I (Houghton Online)

Explores the concept of total rewards along with its fundamental elements and strategic prevalence in attracting, motivating and retaining valued employees. Additional focus allocated to compensation and benefits, relevant philosophies, designs and best practices, incorporating latest issues/trends along with their potential implications. Students 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. Prerequisites: BADM 314 or permission

BADM 475 Organizational Development

3-Summer Module I (Houghton Online)

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 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. Prerequisite: BADM 210 or BADM 212 or permission

BADM 481 Senior Capstone: Strategic Management

4-S

This senior capstone course focuses on the strategic management process necessary for competitive advantage and effective

organizational planning and development. It integrates the concepts, techniques and knowledge of core administration areas vital to strategic management: marketing, operations, human resource development, finance, accounting, economics, and behavioral and ethical leadership. Prerequisite: BADM 201, senior status or permission.

BADM 496 Honors in Business

3-WSP

BIBL 101 Biblical Literature

3-F&S, Summer

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 of the New Testament church as a backdrop for the message. Literary, historical and theological aspects of selected texts are explored. Prerequisite for all Bible courses and THEL 209. Faith Foundation: Bible. Fulfills General Education BIBL 101 requirement. 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

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 is 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 and communicate the Bible. The student develops skills in inductive Bible study, assessment of learner needs and issues, and design of effective Bible lessons. Emphasis on 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

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 is 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

Survey of the background and content of the poetic and prophetic books of the Old Testament: Job through Malachi. An overview is 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

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-S21

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. Prerequisite: BIBL 101

BIBL 231 Pentateuch

3-F19

Analysis of critical and historical background, literary content and development of the religion of Israel. Relevancy of contents. Liberal Arts. Prerequisite: BIBL 101

BIBL 233 Jesus and the Gospels

3-F20

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. Prerequisite: BIBL 101

BIBL 251 Bible History and Geography

3-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. Liberal Arts. Prerequisite: BIBL 101

BIBL 261 Holy Land Tour

3-WSP

Through visits to cultural, historical and archaeological sites in Israel, biblical history and geography are elucidated. Visits are preceded by lectures and reading of preparatory materials and followed by lectures and discussions. Liberal Arts.

BIBL 270 Old Testament Historical Books

3-S20

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. Prerequisite: BIBL 101

BIBL 272 Gospel and Epistles of John

3-S21

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. Prerequisite: BIBL 101

BIBL 275 Women in the Bible

3-F20

Examines biblical material depicting the experiences of women or dealing with teaching about women as a class. Explores the main social, political and religious arrangements affecting the lives of women in Scripture. Using various interpretive approaches, 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. Prerequisite: BIBL 101

BIBL 280 Poetic Books

3-F20

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. Prerequisite: BIBL 101

BIBL 282 Pauline Epistles

3-WSP

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, are used to understand Paul's message and the theology of the letters. Liberal Arts. Prerequisite: BIBL 101

BIBL 295, 395 Special Topics in Bible

3-WSP

Study of select blocks or groups of Scripture related to a particular topic or theme. Liberal Arts. Prerequisite: BIBL 101

BIBL 310 Early Prophets of the Old Testament

3-S21

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 literary and theological issues. Liberal Arts. Prerequisite: BIBL 101

BIBL 312 Later Prophets of the Old Testament
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. Prerequisite: BIBL 101

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. Prerequisite: BIBL 101

BIBL 351 Revelation

3-WSP

An exegetical survey of the Book of Revelation. Studies 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. Prerequisite: BIBL 101

BIBL 355 Old Testament Theology

3-F19

Examination of the teaching of the Old Testament, developed from the distinctive perspective of Biblical theology. Major themes and methods of inquiry. Liberal Arts. Prerequisite: BIBL 101

BIBL 356 New Testament Theology

3-S20

Examination of the teaching of the New Testament, developed from the distinctive perspective of Biblical theology. Major themes and methods of inquiry. Liberal Arts. Prerequisite: BIBL 101

BIBL 360 Science and Scripture

3-WSP

Examination of the historical 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 is made of both science and Scripture. Attention given to four possible ways of relating: conflict, contract, contact and confirmation. Liberal Arts. Prerequisite: BIBL 101

BIBL 361 Job

3-F20

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. Prerequisite: BIBL 101

BIBL 363 Dead Sea Scrolls

3-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. Prerequisite: BIBL 101

BIBL 371 Book of Acts

3-WSP

Study of the book of Acts from literary, historical and theological perspectives. Attention given to early church growth and contemporary relevance. Liberal Arts. Prerequisite: BIBL 101

BIBL 410 Isaiah

3-WSP

A study of the historical, critical and contextual issues with an emphasis on a faith vital to our generation. Liberal Arts. Prerequisite: BIBL 101

BIBL 412 Jeremiah

3-WSP

Historical, cultural background, structure and contents of Jeremiah are studied. Attention given to Jeremiah's influence on his contemporaries and the relevance of his

message for our time. Liberal Arts.
Prerequisite: BIBL 101

BIBL 451 Romans

3-WSP

Detailed exegetical examination of Romans emphasizing literary and theological analyses formed by the context of 1st-century culture. Explores history of interpretation issues, developments in contemporary Pauline studies related to the letter and application to contemporary life. Liberal Arts. Prerequisites: BIBL 101; one other Bible course, 200-level or higher

BIBL 453 I & II Corinthians

3-WSP

An intensive study of the literary structure, historical setting and theology of I & II Corinthians. Liberal Arts. Prerequisites: BIBL 101; one other Bible course, 200-level or higher

BIBL 482 Senior Capstone: Senior Seminar in Bible

3-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

3–4-WSP

Liberal Arts.

BIOCHM 480 Capstone Seminar in Biochemistry

1-S

Capstone course for the Biochemistry major allowing students and professors to think together about biochemistry—its current topics, history, and issues of science and faith. Liberal Arts. Prerequisite: senior status or permission

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. This course has a fee.

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, three laboratory hours each week. BIOL 151 and/or 152 are prerequisites for major-level courses above 200. Liberal Arts. This course has a fee.

BIOL 195, 295, 395, 396 Special Topics

1, 2, 3 or 4-F&S

Designed to meet the individual needs of advanced students in a variety of areas. Some courses include laboratory. Liberal Arts.

BIOL 201 Emergency Medical Service Basic Training

0,2-S

Designed to give students the emergency medical knowledge and skills necessary to care for sick and/or injured patients in a pre-hospital setting. Topics include recognition and treatment of respiratory, musculoskeletal, abdominal and circulatory emergencies; trauma; HAZMAT emergencies; pharmacological emergencies; stroke; shock; environmental emergencies; obstetric and gynecological emergencies; geriatric emergencies; psychological emergencies; and basic patient assessment. Students successfully completing this course are eligible to take the New York State certification exam

for emergency medical technicians (EMT-Basic). Requires 94 hours of instructional time and 88 hours of laboratory time. Students must also complete at least 10 hours of clinical observational experiences, achieve a score of 70% or C on all examinations and complete the New York State Practical Skills and Written Exams.

BIOL 202 Pre-Health Practicum

2-Summer

One-on-one observation and practical experience supervised by a practitioner in a healthcare field. Preparation and sharing of experiences on the Houghton campus required for all participants. Available only to pre-health candidates with junior status (or higher) and GPA > 3.0. Prerequisites: BIOL 151, 152. Requires successful application and placement approval by Pre-Health Director.

BIOL 203 Pre-Veterinary Practicum

2-F/S/Summer

One-on-one observation and practical experience supervised by a veterinarian or animal field expert. Preparation and sharing of experiences on the Houghton campus required for all participants. Open only to pre-veterinary candidates with junior status (or higher) and GPA > 3.0. Prerequisite: BIOL 151, 152. Requires successful application and placement approval by Pre-Health Director.

BIOL 204 Practicum in Biology

2-F/S/Summer

One-on-one observation and practical experience supervised by an expert in the biology field of interest. Preparation and sharing of experiences on the Houghton campus required for all participants. Available only to Biology majors with junior status (or higher) and GPA > 3.0. Prerequisites: BIOL 151, 152. Requires successful application and placement approval by Biology Department Chair.

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, discussion and field-oriented laboratory exercises at world-renowned national parks, in game reserves and on campus. Houghton East Africa. Fulfills General Education Natural Sciences requirement. Liberal Arts.

BIOL 210 Medical Terminology

3-Summer

Provides the opportunity to learn and recognize word roots, prefixes and suffixes used in current medical professions. Emphasizes the meaningful combination of words (to describe and understand medical conditions). Reviews medical terms related to all major body systems.

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. Liberal Arts. This course has a fee.

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 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. Liberal Arts. This course has a fee. Prerequisite: BIOL 217 or permission

BIOL 232 Epidemiology

2-May21

Cause and transmission of human diseases within a population relating to not only the infectious agent but also the genetic makeup of the community and the social, behavioral, economic and cultural factors of the people affected. Lectures 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 are 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 lecture, three laboratory hours each week. Liberal Arts. This course has a fee. Prerequisites: BIOL 152 and BIOL 152

BIOL 250 Environmental Science

4-WSP

Study of global system functions including the geosphere, atmosphere, hydrosphere and biosphere. Special emphasis on the connections to human activity. Topics include climate change, pollution, environmental sustainability and loss of biodiversity. Three lecture and three laboratory hours each week. Liberal Arts. This course has a fee. Prerequisites: BIOL 151 and 152.

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. Liberal Arts. This course has a fee. Prerequisite: BIOL 152 or permission

BIOL 255 Conservation Biology

4-F

Conservation biology is a mission-driven, applied, interdisciplinary science seeking to conserve biological diversity at genetic, species, ecosystem, landscape and global levels. Focus is on ecological, human and evolutionary dimensions of conservation with emphases on causes and consequences of biodiversity loss. Sample topics include management of small populations, endangered species, captive breeding and designing networks of protected areas. Emerging strategies and approaches at the national and international levels will be examined. This course has a fee. Liberal Arts. Prerequisites: BIOL 151, 152

BIOL 275 Injury Evaluation & Management

3-F19

Introduces students to core concepts related to the prevention, assessment and management of common extremity, pelvic and trunk injuries. Underlying anatomical and biomechanical factors contributing to these injuries are emphasized. Students 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 study the philosophy behind treatment interventions and acquire practical skills in taping, wrapping, padding and bracing. This course has a fee.

BIOL 277 Therapeutic Exercise & Rehabilitation

3-F19

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. Promotes understanding of the indications, contraindications, applications and physiological effects of various therapeutic modalities and manual techniques used in rehabilitation of injuries. This course has a fee.

BIOL 300 Ecology of Alaska

4-May&F

Study of terrestrial and marine Alaskan ecosystems through lectures and field experiences to Kenai Fjords National Park, Denali National Park, Wrangell-St. Elias National Park, Museum of the North (UAF) and other locations. Reading of primary literature, field journal and a research paper required. (This course has a fee for Mayterm of ~\$2400 above tuition.) Part of Arctic Studies semester. Biology majors only. Liberal Arts.

BIOL 301 Field Botany

4-F

Introduction to taxonomy, systematics and ecology of vascular plants. 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. This course has a fee. Prerequisite: BIOL 151

BIOL 303 Biodiversity

4-S

Discusses the measurement and meaning of biodiversity with emphasis on global patterns (e.g., species-area and species-elevation relationships, island biogeography, latitudinal gradient in species richness, local and regional richness). Students learn methods for the

quantification and analysis of biodiversity as well as the theoretical underpinnings of the scientific study of biodiversity by identifying patterns of biodiversity at regional and global levels, processes generating and maintaining biodiversity, processes generating biodiversity across spatial and temporal scales, ecosystem services, and issues related to the conservation of biodiversity. Liberal Arts. This course has a fee. Prerequisite: BIOL 151

BIOL 304 Herpetology

4-May

A study of the classes *Amphibia* and *Reptiliato* provide a broad overview of their phylogeny, ecology and behavior. Focuses on identifying the families and genera common to North America (especially New York) but also will examine the major groups of amphibians and reptiles around the world. This course has a fee. Liberal Arts. Prerequisite: BIOL 151

BIOL 313 Ornithology

4-May

Designed to investigate the basic principles of ornithology. Students are exposed to the history and current status of the science. The bulk of this course includes in-the-field identification skills with a combination of both audio and visual senses. Students also learn from local experts as they band birds and actively manage habitat to assist bird populations. This course has a fee. Liberal Arts. Prerequisite: 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. This course has a fee. Prerequisite: BIOL 151

BIOL 322 General Ecology

4-S21

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. This course has a fee. Prerequisite: BIOL 151

BIOL 336 Animal Behavior

4-F

Introduction to the biological study of animal behavior. Lecture topics focus primarily on why animals behave as they do and, to a lesser degree, how they get the job done. Topics include genes and behavior, learning, organization of behavior, communication, mating systems, parental investment, and cooperation. Three lecture, three laboratory hours each week. Liberal Arts. This course has a fee. Prerequisite: BIOL 151

BIOL 344 Muscle Biology in Health and Disease

4-S20

Comprehensive overview of muscle biology (emphasis on skeletal), disease and the regenerative capacity of muscles. Uses an integrative approach to understanding the molecular, cellular and physiological bases of normal and altered skeletal muscle function. Discussions of current primary literature and laboratory activities further develop understanding and significance of muscle diseases and their treatments. Three lecture, three lab/discussion hours each week. Liberal Arts. This course has a fee. Prerequisites: BIOL 152, 251

BIOL 345 Exercise Physiology

4-S

The analysis of the physiological changes that occur in the body during exercise, after

exercise and during a training period. Fulfills General Education Wellness requirement. This course has a fee. Prerequisite(s): BIOL 217 and BIOL 218 or permission

BIOL 347 Kinesiology

4-S

Analysis of the musculoskeletal system and its interrelationship with human movement. This course has a fee. Prerequisites: BIOL 217, 218 or permission of instructor.

BIOL 352 Pre-Physical Therapy Field Experience I

2

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 preapproval.) Pre-PT majors only. Prerequisite(s): BIOL 275, BIOL 277. BIOL 277 can also be taken concurrently.

BIOL 353 Pre-Physical Therapy Field Experience II

2

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 preapproval.) Pre-PT majors only. Pre/Corequisite: BIOL 277. Prerequisite: BIOL 275.

BIOL 355 Introduction to Neurobiology

4-S20

Overview of neurobiology through the study of action potentials, synaptic transmission, sensory and motor transduction, anatomy and development, memory and learning, and aging and disease. Three lecture, three lab/discussion hours each week. This course has a fee. Liberal Arts. Prerequisite: BIOL 251

BIOL 365 Immunology

4-S20

Theoretical and clinical approaches to study of innate and adaptive immune systems: antigen recognition, immune response, immune system and its pathologies. Three lecture, three lab hours each week. Liberal Arts. This course has a fee. Prerequisite: BIOL 152

BIOL 370 Molecular and Cell Biology

4-F

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, three lab hours per week. Labs focus on molecular techniques such as cloning, PCR, generation and purification of recombinant proteins, and blotting techniques (DNA, RNA and Protein). Liberal Arts. This course has a fee. Prerequisite: BIOL 251

BIOL 372 Advanced Vertebrate Physiology

4-S21

Comprehensive and in-depth overview of physiological function of major organ systems with a particular emphasis on vertebrates and their adaptations in response to the stress of exercise. Topics are discussed within the context of their clinical applications and the underlying biological fundamentals that drive them, such as biochemistry, cell physiology and cell signaling. Three lecture, three lab/discussion hours each week. Liberal Arts. This course has a fee. Pre/corequisite: BIOL 251 or permission

BIOL 380 Pathogenic Microbes

4-S21

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 lecture, two discussion/seminar hours. Liberal Arts. This course has a fee. Prerequisites: BIOL 152, 242

BIOL 382 Developmental Biology

4-WSP

Study of morphogenesis and biochemical processes involved in development with emphasis on vertebrates. Three lecture, three laboratory hours each week. Liberal Arts. This course has a fee. Prerequisite: BIOL 251

BIOL 384 Cancer Cell Biology

4-S20

Students explore the following topics related to cancer: its etiology, different types, available therapies and current ongoing research. Students learn the molecular basis of how this disease develops and how changes to gene expression affect its progression. In the laboratory portion of the course, students are taught appropriate techniques related to cancer research and pharmaceutical industries. In addition, we explore the morphology of different types of cancer cells. Three lecture, three lab hours each week. Liberal Arts. This course has a fee. Prerequisite: 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 5 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 four weeks during the summer. Permission of instructor required. This course has a lab fee. Liberal Arts. Prerequisites: BIOL 151, 152

BIOL 394 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 to review literature, design projects, perform experiments, collect and analyze data, and write up their work in manuscript form. Liberal Arts. Prerequisites: BIOL 151, 152 or instructor permission

BIOL 482 Senior Capstone: Senior Seminar

2-F

Discussions of history of biological science, ethical problems in biology and health-related issues, origins and biotechnology, and society as well as environmental issues. Open only to majors. Liberal Arts.

BIOL 496 Honors in Biology

4-F&S

Liberal Arts.

BU 417 Business Ethics

3-WSP (Houghton Online)

Ethics-related aspects of the business decision-making process. Students 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. Emphases are issue recognition, application of ethical principles and analysis of the consistency of

corporate decision-making process with such principles.

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. Liberal Arts. This course has a fee.

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 on principles developed in lecture. Three lecture, three laboratory hours per week. Liberal Arts. This course has a fee.

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. This course has a fee. Prerequisite: CHEM 151

CHEM 187 Introduction to Nutrition

3-WSP

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. Liberal Arts.

CHEM 188 Introduction to Nutrition Laboratory

1-WSP

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. This course has a fee. Liberal Arts.

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. This course has a fee. Prerequisite: CHEM 151 or 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. This course has a fee. Prerequisite: 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. This course has a fee. Prerequisite: CHEM 241

CHEM 277 Analytical Chemistry

4-F19

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. This course has a fee. Prerequisite: 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. This course has a fee. Prerequisite: CHEM 277

CHEM 286 Special Topics in Chemistry

2-S

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: 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: CHEM 221 or 241; CHEM 242 strongly recommended as a corequisite

CHEM 333 Biochemistry II

3-WSP

Advanced topics in protein structure and integration with DNA as well as metabolism. Students gain an appreciation of DNA

engineering: molecular basis for protein function, regulation of protein activities and proteomics. Includes selected topics in physical biochemistry such as thermodynamics, kinetics, molecular spectroscopy, solutions and equilibria, ligand interactions, and molecular modeling. Liberal Arts. Prerequisites: CHEM 332, CHEM 242

CHEM 334 Biochemistry Laboratory I

1-S

Introduction to biochemical laboratory techniques for the identification, isolation and purification of proteins and enzymes. Students 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, are developed. Liberal Arts. This course has a fee.

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 are utilized. Selected techniques in physical biochemistry and modeling are introduced. Liberal Arts. This course has a fee. Prerequisite: CHEM 334

CHEM 343 Advanced Organic Chemistry

3-F20

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: CHEM 242

CHEM 352 Physical Principles of Chemistry

3-F

For students with major interests 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: CHEM 242

CHEM 361 Physical Chemistry I

4-F20/S21

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. Liberal Arts. This course has a fee. Prerequisites: CHEM 152, PHYS 151, PHYS 152; Corequisite: MATH 241 or 225

CHEM 362 Physical Chemistry II

4-F20/S21

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. Liberal Arts. This course has a fee. Prerequisites: CHEM 152, PHYS 151, PHYS 152; Corequisite: MATH 241 or 225

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: CHEM 152

CHEM 453 Advanced Inorganic Chemistry

3-F19

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: 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: 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 all students who wish to work to their 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 are introduced to key topics related to Residence Life and Housing and receive training specific to the Resident Assistant position at Houghton College.

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. Helps 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

Designed to offer 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

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

Designed to provide a foundation for counseling within the context of ministry by teaching the basic tenets of biblical discipleship and counseling and to equip students with the biblical training, skills and knowledge necessary to minister to others needing help with life issues. Students 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

Continuation of Theological Studies I. Theological doctrines covered in this course include 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 240 The African-American Church Experience

3-F

Examines spirituality within the context of the African-American religious experience, giving an overview of the historical, sociological, political, economic and spiritual tenets of African-American religion. We study the theology and content of African-American worship in the Black church and its impact on the climate of African-American communities. Explores worship traditions and the distinctive contributions of the Black church to the moral and spiritual fiber of America. Fall (a).

CMIN 250 Ministry Leadership

3-May

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

2-May20

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 expose students to particular aspects of ministry and help determine future areas of

service. Students are supervised and evaluated by members of The Chapel staff. Internships should be arranged 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. Liberal Arts.

COMM 105 Introduction to Human Communication

3-F

Introduction to the fundamental components of the human communication process. 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

Designed to help students understand drama, create captive audiences and communicate a message effectively through oral interpretation and dramatic performance. Students 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. Liberal Arts.

COMM 115 Foundations of Digital Communication

2-F&S

Survey of the essential digital toolsets involved in the production of static and time-based visual media. Through lecture, demo and studio projects, students are introduced to the foundational technical and design concepts necessary for creating effective visual messages in a digital studio environment.

COMM 205 Introduction to Communication Theory**3-F&S**

Provides a foundation for subsequent communication courses by introducing the major theories that help explain human communication behavior. Encourages students to see theorizing as both a formal, systematic approach to learning and an informal activity in which we all engage. Through practical application, emphasizes the understanding, evaluation and use of communication theories in daily life. Fulfills half of General Education Social Sciences. 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: COMM 207

COMM 214 Introduction to Mass Media**3-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. Fulfills half of General Education Social Sciences. Liberal Arts.

COMM 215 Interpersonal Communication**3-S (also offered Online)**

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. Liberal Arts.

COMM 216 Organizational Communication**3-F&W**

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. Liberal Arts.

COMM 218 Marketing Principles**3-F&S****3-F Module 1 (Houghton Online)**

A comprehensive examination of proactive and reactive business strategies and tactics that create and fulfill demand for consumer products and services and that result in high customer satisfaction and ongoing, long-range business–consumer relationships.

COMM 224 Motion Media Design and Animation

4-F

Introduction to the foundational animation principles, digital toolsets and techniques necessary for creating time-based multimedia work. Through lecture, demo and studio projects, students develop an understanding of how motion can be used to communicate messages visually to an audience. This course has a lab fee. Liberal Arts.

COMM 225 Intercultural Communications

3-WSP

Explores theory and practice of communicating interculturally. This course is recommended for those with an interest in international vocations or working with ethnic or cultural groups within the United States. Fulfills part of the General Education Changing World requirement. Liberal Arts.

COMM 228 Digital Video I

4-F&S

Introduction to the movie-making process using digital tools. Students 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

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 240 Introduction to 3D Computer Graphics

4-S20

Introduction to working in an industry-standard 3D package to build 3D assets for various forms of digital media. Through lecture, demo and studio projects, students survey foundational concepts in the major aspects of the 3D pipeline, including modeling, materials, rigging, animation, lighting and rendering. This course has a lab fee.

COMM 243 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. Culture: Art. This course has a lab fee.

COMM 244 Oral Performance of Literature

4-WSP

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. Liberal Arts.

COMM 283 Introduction to Digital Photography

4-F&S

Introduction to the fundamentals of digital photography, including camera operation, file management and digital printing. Students 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. Fulfills General Education Art & Music requirement. 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 304 Social Media Marketing

3-F19

Aims to understand consumers' social interactions, examine the various social media channels available to marketers, and learn how to build social marketing strategies and track their effectiveness. Prerequisite: BADM/COMM 218

**COMM 295, 395 Special Topics in
Communication: Lecture- or Studio-Based**

2–4-WSP

Opportunity for study of issues and problems not covered elsewhere in the curriculum. Liberal Arts.

COMM 312 Advertising Principles

3-F&S

3-S Module II (Houghton Online)

An historic and present-day overview of the American advertising business and its effectiveness in creating consumer demand for products and services using print, broadcast and Internet-based media. Examines and critiques creative executions targeted at key audience segments. Typically includes a group advertising project.

COMM 314 New Media and Society

3-S21

Explores how 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 315 Public Relations Principles

3-S

3-F Module II (Houghton Online)

A study of the development, implementation and management of professional public relations programs designed to create, enhance or protect the reputations of businesses or organizations. Explores the roots of Public Relations and proceeds to analyze communication strategies and relationship-building efforts with publics critical to the organization's success in the marketplace. Prerequisite: BADM/COMM 218

**COMM 316 Advanced Presentational
Speaking**

2-F20

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: COMM 101 or instructor permission

COMM 319 American Public Address

3-WSP

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 helps 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. Liberal Arts.

**COMM 323 Motion Media Design and
Animation 2**

4-S21

Building on core animation principles, students expand their repertoire of tools and techniques for creating original time-based multimedia work. Students consider video as an element of motion design that can be integrated with graphics for effect. Class includes lecture, demo, studio projects and a group production. This course has a lab fee. Prerequisite: COMM 224

COMM 328 Digital Video II

4-F19

Continuation of Digital Video I intended to expand upon the skills and techniques introduced in that course, adding more advanced editing techniques to the student's skillset. Introduces techniques such as multi-camera production, compositing, green screen and videoblogging. Students are encouraged to prepare film festival submissions. Presents an outline of cinematic communication history. This course has a lab fee.

COMM 330 Conflict Management

3-S

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

3-WSP

A culminating study of how marketing-communication disciplines coalesce to form powerful branding campaigns in business and not-for-profit organizations. Examines case studies of various integrated marketing communication projects and initiatives and analyzes approaches and outcomes. Prerequisites: COMM 218, BADM 319

COMM 345 Graphic Design II

4-S

Further development of conceptualization and visualization skill within graphic design media, including computer design. Assignments directed towards commercial production.

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 learn to assess the qualities of light and how to effectively use strobe, continuous and natural lighting on location and in the studio. Fulfills General Education Art & Music requirement. This course has a lab fee.

COMM 382 Advanced Topics in Photography

4-S21

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 reinforced through readings, discussions, critiques and lectures. Fulfills General Education Art & Music requirement. This course has a lab fee. Prerequisite: ART 281

COMM 384 Digital Imaging II

4-F20

Advanced techniques in compositing, painting, graphics and content expression using two-dimensional digital computer software such as Adobe Photoshop. Creative studio lab work focuses 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: 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

Single-project course tailored to individual interests, vision and production decisions. Adapted for individual mentoring and one-on-one faculty–student interaction. Project-based instruction explores the advanced needs of a student while honing digital production and editing skills. Features 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

2-F&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-S20

Advanced projects course allowing students to refine and focus their work within one of several genres of photography. Examines professional practices, including establishing a photography business, marketing techniques, creating estimates and invoices, and copyright issues. Students develop a cohesive portfolio through group discussions and critiques. Fulfills General Education Art & Music requirement. 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. Prerequisites: 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. Prerequisites: 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 develop an understanding of the sports culture and learn how the gospel can be effectively communicated within this context. They consider sociological factors, historic developments and the biblical text to build a theological foundation for the practice of sports ministry. Church and parachurch organizations are examined as well as evangelism and discipleship methodologies. Students practice communication skills within sports ministry settings.

CRFM 231 Foundations of Educational Ministry

3-S20

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-S21

Students evaluate sports ministry strategies within local church, parachurch, missions and educational settings. They review and develop curricula and programs for use within these settings. Students develop communication skills for a sports audience and examine evangelism and discipleship methods.

CRFM 325 Bible Study and Teaching Methods

3-F20

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

3-WSP

Students gain an understanding of the process of faith formation during childhood and examine effective methods for fostering this formation both in and around the faith community.

CRFM 332 Christian Formation of Youth

3-F19

Examination of the theory and practice behind guiding the spiritual lives of adolescents with particular emphasis on the evangelistic and nurturing (discipling) tasks. Covers time-tested and innovative practices of adolescent spirituality. Gives an overview of adolescent culture, 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

3-WSP

Students gain an understanding of the process of adult faith formation in the various adult phases of life (young, middle, older) and examine effective methods for fostering this

formation both in and around the faith community.

CRFM 341 Theological Explorations in Youth Cultures and Ministry I

3-F20

A theological investigation of the religious and spiritual lives of American youth with special reference to the contexts of family, peer relationships, school and church. Asks questions such as the following: What does the religious and spiritual landscape of American young people in the 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

3-S21

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

3-S20

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.

CRJ 201 Introduction to Criminal Justice

3-F

Survey of causes and consequences of crime and the social responses in the legal system: policing, the courts, the varieties of sentencing

options and outcomes, and routes to restoration. Liberal Arts.

CRJ 301 Police Operations and Procedures

3-

Surveys the historical development of law enforcement. Examines levels and methods of policing. Analyzes roles, functions, selection, training and accountability of police officers. Liberal Arts.

CRJ 305 Courts, Judgements and Alternative Consequences

3-

Surveys structure and function of the court system, including roles of officers of the court. Includes special treatment courts: juvenile courts, Family Court. Stages of court processing from pretrial to sentencing with attention to procedural law, constitutional rights and alternative consequences. Liberal Arts.

CRJ 310 Correction, Probation and Restorative Justice

3-

Historical survey of institutional correction: methods, goals, prison design and operation. Considers life inside the walls and after release. Probation, parole and restorative justice in community settings. Liberal Arts.

CRJ 410 Internship in Criminal Justice

3-

A supervised experience in a criminal justice setting integrating theory with professional practice. By application only through the department. Liberal Arts.

CRJ 480 Senior Capstone Seminar

3-

Informed discussion of significant contemporary concepts and issues. Includes development of an individual or group research project on some aspect of the field. Professional preparation, including processes for civil service exams. Required of all senior majors. Prerequisites: PSY/BADM 309, PSY 310/SOC 312. Liberal Arts.

CSCI 115 Perspectives on Computing

4-WSP

Overview of how computers process, transmit and store information. Designed for non-majors 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 files sharing applications. Does not count toward a major or minor in Computer Science. Liberal Arts.

CSCI 211 Programming I

4-F

Covers the fundamentals of object-oriented and functional programming utilizing the Scala programming language. Provides students with basic programming concepts in Scala, including basic data structures, operators, control structures, methods, objects, classes, inheritance, polymorphism, functions, higher-order functions, types and pattern matching.

CSCI 214 Discrete Mathematics

2-F19

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: MATH 210

CSCI 218 Programming II

4-S

Extends the concepts learned in Programming I. Covers some advanced features of Scala including file processing, exceptions, threads, type parameters, advanced types, graphic user interface and implicits. Prerequisite: CSCI 211

CSCI 226 Computer Architecture

4-F19

Structure and internal organization of digital computers. Machine language and assembly language, representation of numbers, CPU organization, subroutines and linkage. Liberal

Arts. Prerequisite: CSCI 211 or equivalent proficiency

CSCI 236 Data Structures and Algorithms

4-F19

Covers the fundamental data structures of computer science and accompanying algorithms. Linked Lists, Stacks, Queues, Binary Trees, Priority Queues, Heaps and other abstract data types are included. Classical sorting and searching algorithms are learned and implemented. Prerequisite: CSCI 218

CSCI 245 Software Engineering

4-WSP

Covers both theoretical and practical foundations in software engineering. Theoretically, covers principles and methods of software engineering, including requirements, specification, design, implementation, testing, validation, operation and maintenance. Practically, covers the development of software products from an industry perspective, including generation of appropriate documents. Prerequisite: CSCI 218

CSCI 295, 395, 495 Special Topics in Computer Science

1, 2, 3 or 4-WSP

Previous topics include bioinformatics, computer security, neural networks, machine learning, C# and the .NET framework. Liberal Arts.

CSCI 312 Computational Statistics

4-F20

Introduces computational methods to solve statistical problems. Topics 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: CSCI 236

CSCI 315 Big Data and Cloud Computing

4-S20

Introduces analyzing big data with Apache Spark. First presents the characteristics of big

data and the challenges of processing it, then 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: 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. Prerequisites: CSCI 226 and 236 or permission

CSCI 328 Foundations of Computing

4-WSP

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. Also covers the historical reasons for 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 are also covered. Liberal Arts.

CSCI 340 Databases

4-S21

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. Prerequisite: CSCI 218 or permission

CSCI 345 Machine Learning

4-F20

Broad introduction to machine learning, which teaches computer programs to extract knowledge from data. Topics include supervised (generative/discriminative learning, classification, regression, neural networks and support vector machines), probabilistic, unsupervised, evolutionary and reinforcement learning. Liberal Arts. Prerequisite: CSCI 236

CSCI 380 Collaborative Research in Computer Science

4-F19

Students contribute to a computer science research project as part of a team of students. Each student takes primary responsibility for at least one component of the project, producing cutting-edge research in an area of importance today. May be repeated for credit up to four times. Liberal Arts. Prerequisite: Instructor permission

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. Focuses on interdisciplinary research covering mathematics, statistics, computer science and computational biology. May be repeated for credit. Prerequisite: Instructor permission

CSCI 420 Networking

4-S20

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. The course has a fee. Prerequisite: CSCI 326 or instructor permission

CSCI 480 Senior Capstone: Computer Science Seminar

4-S

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 lifecycle 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-S

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: 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-F20

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. May be repeated for credit up to four times. Liberal Arts. Prerequisite: 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 201 Introduction to Economics

3-F19 (Houghton Online)

Reviews the following topics: economic method; demand and supply; consumer and producer theory; effects of market structure; and selected topics on factor markets, resource limits, public choice analysis, the role of government, and perspectives on government and markets. Includes an overview of certain general topics such as integration of Christian faith and economic ideas, the meaning of scarcity, the role of economic institutions, the economy as a system, economic endowments, and wealth and poverty. 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. Fulfills half of General Education Social Sciences requirement. 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. Fulfills half of General Education Social Sciences requirement. Liberal Arts.

ECON 212 International Economics

2

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. Liberal Arts. Prerequisite: ECON 210 and 211 or permission

ECON 213 American Economic History

2

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, WWI, the '20s boom, the Great Depression, and WWII. Covers economic progress and crises in finance, trade, industry, agriculture, labor markets, land use, law and government. Liberal Arts.

ECON 237 Comparative Economic Systems

2

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. Liberal Arts.

Prerequisites: 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. Prerequisites: ECON 210, 211

ECON 310 Intermediate Microeconomics

1,2-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: ECON 210

ECON 311 Intermediate Macroeconomics

1,2-WSP

Short introduction to primary models of macroeconomics, especially the IS-LM model, the consumption function and the investment function. Liberal Arts. Prerequisite: ECON 211

ECON 315 Economics of Organization and Strategy

2

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: 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 2 hours of a previous economics course to take 1 hour of this seminar, at least 4 hours of previous coursework to take 2 hours of this seminar and at least 6 previous hours to take 3 hours of this seminar. Topics for study must be approved by the instructor. Liberal Arts. Prerequisite: 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: ECON 210 or 211 or permission

ECON 401 Monetary Theory and Policy

1

Development of the U.S. monetary system and Federal Reserve System, money creation process, financial regulation and deregulation, financial innovation, monetary effects on the macro economy, Federal Reserve policy (especially FOMC), and 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 from early childhood through middle school.

Attention to development of mathematical concepts and reasoning particularly through exploration and cooperative learning. 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

Pass or fail course 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). Provides information about certification, State testing requirements and student teaching. Required before practicum experiences. This course is a prerequisite for 300-level courses in EDUC.

EDUC 203 Workshop: Child Abuse + ID

0

All Houghton College Teacher Education Program (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

0

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)

0

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

3-F&S

A survey of the philosophical and historical antecedents of American education and their relationships to current educational debates. The influence of culture, heritage and language on experience and education are considered. Students analyze the role of education, consider the responsibilities of teachers and develop an initial statement of their personal philosophy of education. Liberal Arts.

EDUC 219 Educational Psychology

3-F&S

Examines the teaching/learning processes of individuals. Focuses on learning theory, developmental theory, information processing, motivation and intelligence. Particular attention is given to child and adolescent development. Liberal Arts. This course is a prerequisite for 300-level courses in EDUC.

EDUC 221 Children's Literature

3-S

Offers a survey of various genres in literature for preschool 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

3-F

Students 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 is 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 are 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

3-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 on the evidence-based practices and collaborative role of the general educator in meeting the needs of exceptional learners in inclusive settings. Liberal Arts. This course is a prerequisite for 300-level courses in EDUC.

EDUC 240 Teaching in Urban America

2-May

Provides exposure to and understanding of race, class and culture issues in contemporary urban schools. Students develop awareness of family and community as partners with schools in the education enterprise. Students participate in a 10-day field experience in an urban school, working as teachers' assistants. Fulfills part of General Education Changing World requirement. Prerequisite: EDUC 202.

This course is a prerequisite for 300-level courses in EDUC.

EDUC 304 Language and Literacy Development in the Middle Grades

3-Summer19

Examines the role of language in middle school curriculum (grades 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 postgrads. 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 6 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](#). This course is restricted to Houghton College Education majors who have completed junior-level coursework in the major and graduates of Houghton's Education program. Any other enrollees must receive permission from the instructor.

EDUC 305 Middle School Content-Area Learning Strategies

3-Summer19

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 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 granted an Initial Teaching Certificate from New York

State who complete 6 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](#). This course is restricted to Houghton College Education majors who have completed junior-level coursework in the major and graduates of Houghton's Education program. Any other enrollees must receive permission from the instructor.

EDUC 313 Language, Literacy and Curriculum Integration for Diverse Learners

3-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.

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 328. Prerequisites: EDUC 240, 235, 219, 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 329, 341 and 342. Prerequisites: EDUC 320, 235, 325, 328, 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 New York State and Common Core Learning Standards, differentiated instruction and assessment practices, lesson and unit planning, and responsive approaches to classroom management with purposeful attention given to instructional technology. Taken concurrently with EDUC 314 and 328.

EDUC 325 Issues in Inclusive Education I

2-F

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 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: K–12

2-Mayterm/Summer

Focuses on observing students for whom English is a new language (ENL) under the supervision of a certified ENL teacher. Involves assisting the teacher with daily routines and supporting the learning needs of individual students. Required of TESOL majors the spring/summer after completing junior-level coursework in the major.

EDUC 328 Foundations of Language and Literacy for Diverse Learners I

3-F

Introduces the nature of children's diverse 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, 320 and 325. Prerequisites: EDUC 235 and 219 or permission

EDUC 329 Foundations of Language and Literacy for Diverse Learners II

3-S

Examines authentic assessment and instruction of 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, 341 and 342. Prerequisite: EDUC 328

EDUC 331 Secondary Teaching: General Methods

2-S

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 and Adolescence Education majors from all content areas take this course concurrently with the methods course in their subject area (EDUC 33X). Should be taken the year prior to student teaching. Prerequisite: EDUC 338

EDUC 332, 333, 334, 335, 336 Secondary Teaching: 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. These courses should be taken the year prior to student teaching. Each course addresses content-specific pedagogy and planning, New York State Learning and Common Core Standards, and curricular issues. Students analyze classroom management, assessment strategies and technology platforms and discuss ways to

improve collaboration with school community members. 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 - Generalist majors will take one of these courses. EDUC 332 or 334 is encouraged.)

EDUC 338 Inclusive Curriculum & Assessment in Secondary Classrooms

4-F

Explores the development of middle/high school curriculum and assessment and the creation of learning environments that support diverse learners in inclusive settings. Includes an examination of New York State and Common Core Learning Standards, differentiated instruction and assessment practices, lesson and unit planning, and responsive approaches to classroom management with purposeful attention given to instructional technology. Prerequisites: EDUC 202, 219, 235 and 240 or permission.

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. Focus 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 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; students analyze strategies for assessment and methods of enrichment and remediation in both subjects. Taken concurrently with EDUC 315, 329 and 341.

EDUC 371 TESOL Methods: ELA

3-WSP

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. Prerequisites: LING 350, 220 and 351 or permission

EDUC 372 TESOL Methods: Content Areas

3-WSP

Explores assessment and instructional methods designed to make content area (math, science, social studies) concepts comprehensible while promoting English language development. Prerequisite: EDUC 371

EDUC 391 Independent Study

1, 2, 3 or 4-WSP

EDUC 400 Student Teaching and Certification Orientation

0-S

Addresses critical information necessary to be fully equipped for student teaching. Candidates enroll in the spring semester prior to the student teaching year. This workshop-style course addresses the professional responsibilities 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. Corequisite: EDUC 313 (ADE, IADE, TESOL), 329 (ICE), MED 352 or 354 (MED). This course has a lab fee.

EDUC 408 Inclusive Childhood Student Teaching

12-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. Taken concurrently with 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. Includes a minimum of two weeks with full teaching load responsibilities. Taken concurrently with EDUC 203, 204, 205, 410 and 485. (See department policy on [employment and activities while student teaching.](#)) Prerequisites: EDUC 33X (Secondary Teaching Methods), 338, 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. Includes a minimum of two weeks with full teaching load responsibilities. Taken concurrently with EDUC 203, 204, 205, 409 and 485. (See department policy on [employment and activities while student teaching.](#)) Prerequisites: EDUC 33x (Secondary Teaching Methods), 313, 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). Includes 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). Includes 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

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 during the junior year. Required for students majoring in Inclusive Adolescence Education and Inclusive Childhood Education.

EDUC 485 Senior Capstone: Seminar on Reflective Teaching

2-F&S

Provides student teachers with opportunity to summarize and reflect on their knowledge and understanding of the liberal arts and the nature of teaching and learning in diverse 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 in the student teaching semester. Fulfills General Education Writing-Enriched course requirement. This course has a lab fee.

EDUC 491 Independent Study

1, 2, 3 or 4-WSP

EDUC 496 Honors in Education

2 or 4-WSP

ENGL 111 College Literary Studies

3-S

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

Principles of literary interpretation. Topical or thematic study of texts, the reading process and critical perspectives to develop analytical thinking and appreciation. 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. 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. Liberal Arts.

ENGL 217 American Literature I

3-F

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. Liberal Arts.

ENGL 218 American Literature II

3-S

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. 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

3-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. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

ENGL 306 Environmental Literature

3-WSP

Study of key literary texts that provide conceptual frameworks for understanding the relationship between humanity and the natural world. Readings include influential texts from European Romanticism and the American conservation movement along with texts that both inspire and critique contemporary environmentalism. Liberal Arts.

ENGL 311 English Renaissance Literature

3-WSP

Poetry and prose from More to Milton (including 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

3-WSP

Significant English writers from 1660 to 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

3-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

3-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

3-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

3-WSP

American poetry from 1900 to the 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

3-WSP

British poetry from 1900 to the 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

3-WSP

An exploration of major trends in 20th- and 21st-century English fiction. Includes selected examples of the modern, postmodern and postcolonial novel in the British Isles from Joyce and Woolf to Byatt, Winterson and Rushdie. Liberal Arts.

ENGL 322 American Fiction

3-WSP

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

3-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

3-F&S

In-depth study of one author. Comprehensive reading of primary works. May also include examination of influences. Authors studied may include Jane Austen, Emily Dickinson, John Milton and William Shakespeare. Required of English majors. Liberal Arts.

ENGL 338 Development of the Novel

3-WSP

Study of the development of the genre of the novel from its origins in the 18th century through the multi-plot literary realism of the 19th century. Examines both narrative form and cultural, historical and economic context. Liberal Arts.

ENGL 350 Major Author: Shakespeare

3-WSP

Survey of significant examples of Shakespeare's histories, comedies, tragedies and some poetry. Biographical, historical and critical background and 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 361 Contemporary World Literature

3-S

Selections from world masterpieces of the 20th and 21st centuries, especially novels since World War II from the non-English-speaking world. Fulfills part of General Education Changing World requirement. 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 416 Capstone: Signature Presentation

1-F&S

Students work on identifying, researching, revising and preparing a project for a public presentation. Liberal Arts.

ENGL 418 Senior Capstone: Seminar

3-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 as 318. Courses may include major author study (such as Jane Austen, Emily Dickinson, John Milton or William Shakespeare) or 300-level period and Special Topics 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.

ENGR 171 Introduction to Engineering Design

3-S20

Introduction to engineering design process: needs analysis, idea generation, engineering analysis, multidisciplinary teamwork, project management, oral and written communication. Applications of engineering

software applications. Students learn and develop their understanding of the engineering design process through work on challenges in teams. Two lecture and three lab hours each week. This course has a fee.

ENGR 201 Digital Design

3-S21

Students learn approaches for specifying, describing, and realizing combinational and synchronous sequential digital logic designs, including finite state machines and hardware description languages. Students design finite-state machines to implement solutions for realistic scenarios. Realization technologies emphasize programmable logic (e.g., FPGA). Students work on multiple projects throughout the semester. Two lecture and three lab hours each week. This course has a fee.

ENGR 202 Circuits & Analog Electronics I

3-F20

Voltage, current, resistance, inductance, capacitance; modeling physical circuits with lumped elements; DC circuit analysis techniques; operational amplifiers; Laplace transforms; transient analysis; electronic device modeling; applications to digital and analog electronic circuits. Two lecture and three lab hours each week. This course has a fee. Prerequisites: MATH 182, PHYS 152

ENGR 203 Circuits & Analog Electronics II

3-S21

AC circuit analysis; frequency response analysis; electronic device modeling; applications to digital and analog electronic circuits. Two lecture and three lab hours each week. This course has a fee. Prerequisite: ENGR 202

ENGR 204 Digital Signal Processing I

3-F21

Discrete-time signals and systems, Sampling process, Shannon's sampling theorem, Aliasing, Digital filters, Frequency Response, Finite-impulse-response (FIR) filters, Infinite-

impulse-response (IIR) filters, Z-transform, Zeros and poles, Relationships among time, frequency, z domains, Fourier series analysis, Fourier transform, projects using digital signal processors. Two lecture and three lab hours each week. This course has a fee.

Prerequisite: MATH 182

ENGR 211 Programming for Engineers

4-F20

Introduces important concepts in programming and software engineering, focusing on programming in a systems language. Concepts covered in the course include structured programming, program design, basic algorithms, and problem solving. Students gain practical experience writing, debugging, and analyzing programs.

ENGR 221 Statics

3-F21

Application of the laws of classical mechanics to simplified, plausibly real world problems, including the analysis of cables, frames, trusses, beams, machines and mechanisms. Two lecture and three lab hours each week. This course has a fee. Prerequisites: MATH 181, PHYS 151

ENGR 222 Dynamics

3-F20

Development of classical Newtonian mechanics focusing on the dynamics of rigid bodies in one, two, and three dimensions. Topics include work and energy, central forces, collisions, non-inertial frames of reference, oscillations, vibrations. Prerequisites: MATH 181, PHYS 151

ENGR 301 Electromagnetic Design

3-F21

Design applications of electromagnetic theory, including transmission lines, impedance matching, antennas, waveguides, microwave filters. Two lecture and three lab hours each week. This course has a fee. Prerequisites: MATH 241, PHYS 353

ENGR 302 Engineering System Modeling

3-S23

Engineering modeling: application of basic conservation and accounting principles and constitutive relationship to develop mathematical models. Engineering analysis: characterization of mathematical model in the time, frequency and transform domains. Engineering design: selection of system parameters to meet specified performance criteria. Two lecture and three lab hours each week. This course has a fee. Prerequisites: MATH 241, ENGR 202.

ENGR 303 Digital Signal Processing II**3-S22**

Advanced signal processing techniques, quantization, nonlinear filtering techniques, adaptive filtering, multidimensional signal process, applications include speech processing, image processing, pattern recognition. Two lecture and three lab hours each week. This course has a fee.

Prerequisite: ENGR 204

ENGR 305 Embedded Systems Design I**3-WSP**

Fundamentals of embedded systems (hardware and software) design: microcontrollers, interfacing, analog-to-digital conversion, digital-to-analog conversion; embedded system design methodologies; small-scale projects emphasize embedded system design, test design, implementation, testing, debugging and documentation. Substantial final design project. Two lecture and three lab hours each week. This course has a fee. Prerequisite Courses: ENGR 201, CSCI 218

ENGR 306 Embedded Systems Design II**3-WSP**

Advanced embedded system design projects; applications include robotics, UAVs. Two lecture and three lab hours each week. This course has a fee. Prerequisite: ENGR 305

ENGR 308 Numerical Analysis for Engineers**3-S22**

Considers the solution of engineering problems using computational methods. Topics include error analysis, root finding, linear algebra, curve fitting, interpolation, differentiation, integration and ordinary differential equations, as time permits. Limitations also covered for the discussed methodologies. Prerequisites: ENGR 171, MATH 241

ENGR 321 Optics**3-F22**

An introduction to the study of light. Includes 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 also included. Two lecture and three lab hours each week. Prerequisites: MATH 182, PHYS 152; Corequisite: MATH 241

ENGR 322 Fluid Mechanics**3-F21**

Fluid statics; fluid dynamics; Bernoulli's equation; control-volume analysis; basic flow equations of conservation of mass, momentum and energy; differential analysis; potential flow; viscous incompressible flow. Prerequisites: MATH 241, PHYS 152

ENGR 323 Thermodynamics**3-S22**

Theory and application of energy methods in engineering, energy transfer by heat, work and mass; thermodynamic properties; analysis of open and closed systems; the second law of thermodynamics and entropy; gas, vapor and refrigeration cycles; and applications. Prerequisites: MATH 241, PHYS 152

ENGR 371, 372, 373, 374, 375 Engineering Design**3-F&S**

Applications of the engineering design process with a different emphasis each semester: multidisciplinary teamwork (ENGR 371), engineering design process (ENGR 372),

project management (ENGR 373), realistic constraints and standards (ENGR 374) and business plan development (ENGR 375); reflective student design portfolio; regular student presentations on engineering topics outside existing curricula. Students demonstrate development with respect to expected learning outcomes through a series individual and team design projects on or off campus with individual faculty members, industry mentors or internships in appropriate local companies. Preference is given to vertically integrated teams comprising students at all levels. Two lab hours each week. This course has a fee. Prerequisites: ENGR 171, MATH 182, PHYS 152.

ENGR 401 Control Systems I

3-WSP

Analysis and design of control systems with emphasis on modeling, state variable representation, modeling and dynamic response, controller configurations, root locus design methods, frequency response design methods, state-space design methods. Two lecture and three lab hours each week. This course has a fee. Prerequisite: ENGR 303

ENGR 402 Control Systems II

3-WSP

Controller design via discrete-time equivalents, direct methods, state feedback and observers, Quantization effects. LQR control and introduction to LQG optimal control. Two lecture and three lab hours each week. This course has a fee. Prerequisite: ENGR 401

ENGR 451 Power Systems I

3-WSP

Three-phase AC circuit analysis, single-phase and three-phase transformers, electric circuit models of transformers, three-phase transformer connections, transformer and load modeling, transmission line parameter

calculation, symmetrical and unsymmetrical fault analysis. Prerequisite: ENGR 203

ENGR 452 Power Systems II

3-WSP

Effects of electromagnetic transients in distribution systems, transient analysis, lightning and switching surges, mechanisms of transient generation, insulation coordination, grounding, surge protection devices, and shielding. Prerequisite: ENGR 451

ENGR 482 Capstone Engineering Design

3-WSP

Culminating engineering design experience. Student engineering design portfolio self-assessment and reflection with respect to student outcomes. Final design project reports, oral and written, are prepared.

Prerequisites: ENGR 371, 372, 373, 374, 375

ENGR 295, 395, 495 Special Topics in Engineering

1,2,3,4-WSP

Introduction to areas of engineering not treated in other courses.

ENGR 393 Summer Collaborative Research in Engineering

1,2,3,4-Sum

Work on an engineering research project in collaboration with a faculty member.

Students work individually or in small teams on activities that may include literature review, engineering design, modeling, data analysis, and written or oral presentation of their work. May be repeated for credit.

Prerequisite: Instructor permission

ENGR 496 Honors in Engineering

4-F&S

EQST 101 Introduction to Equestrian Studies

1-F

Overview of practices and procedures needed for students in Equestrian concentrations and minors as well as information regarding requirements, evaluation of student strengths and interests, and application to Houghton's

equestrian program. A mandatory introduction for all students interested in equestrian studies.

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.

EQST 214 Horsemanship II

2-F&S

Building on 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. Prerequisite: EQST 113 or permission

EQST 222 Equestrian Pedagogy Methods

2-S

Using the Certified Horsemanship Association (CHA) standards and materials, students are 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

CHA clinic and horsemanship teaching certification in English and/or western seats. Prerequisites: EQST 214 and 222 or permission

EQST 225 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. Prerequisite: EQST 214 or permission

EQST 226 Foundations of Equine-Assisted Therapies

2-S21

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 on the standards and certification exams of the PATH International Riding Instructor Certification Program.

EQST 230 Principles of Western Riding

2-F20

Philosophy and techniques of western riding needed for ranch work and basic western competitions. Prerequisite: EQST 214 or permission

EQST 231 Equine Facility Management I

2-S

Focuses on principles of horse management, stable design, equestrian competition and equine programming. Opportunity to obtain a certification through the CHA's Equine Facility Manager program.

EQST 238 Equine Science I

2-S

Develops knowledge and skill pertaining to equine anatomy, physiology, nutrition, health, disease, parasite control and wellness practices.

EQST 240 Teaching Riding in Bolivia

2-WSP

Combines teaching with intercultural experience in a missions outreach setting. Students 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: 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. Prerequisite: EQST 214 or permission

EQST 295, 395, 495 Special Topics

2 or 3-WSP

May be taught regarding 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). Prerequisites: EQST 276 and 325 or permission

EQST 326 Horsemanship: Jumping II

2-S

Building skills, refining techniques and expanding technical knowledge learned in EQST 225. Prerequisite: EQST 225 or permission

EQST 328 Horse Show Judging

2-F19

Lectures and field trips incorporating judging assignments for learners, understanding the duties of the judge, and using good judging to educate riders. Prerequisites: EQST 276 and 325 or permission

EQST 331 Equine Facility Management II

2-S

Expands on skills, knowledge and techniques learned in EQST 231 pertaining to horse management, stable design and equine programming. Students obtain practical knowledge through hands-on experiences, projects and individualized assignments.

EQST 334 Competition Dressage

2- F&S

Builds on foundation laid in EQST 276 and guides students into the next two levels towards the International Federation for Equestrian Sports. Prerequisite: EQST 276 or permission

EQST 336 Methods and Materials of Equine-Assisted Therapies

2-S20

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 on 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: EQST 276 or permission

EQST 338 Equine Science II

2-S

Expands on skills, knowledge and techniques learned in EQST 238 pertaining to equine anatomy, physiology, health, disease and wellness practices.

EQST 421 Advanced Dressage

2-S21

Combines a solid foundation in classical dressage with the artistry of choreography and music. Prerequisite: EQST 334 or permission

EQST 424 Principles of Training

3-F

Foundations of training young horses and retraining problem horses. Students work with the actual training of a young horse, utilizing classical principles, philosophy and methodology. Prerequisite: EQST 276 or permission

EQST 427 Mini-Prix Jumping Equitation

2-F

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: EQST 326 or permission

EQST 429 Equine Nutrition

1-S

Discusses equine nutrition and gives students practical knowledge and skills needed to develop and maintain a healthy nutrition program for the horses in their care. Covers a variety of topics including basics of equine nutrition, supplementation and balancing horse feeding plans.

EQST 430 Equine Lameness Identification

1-S

Teaches students to recognize gait abnormalities, lameness and hoof-related issues in the horse. Students will learn how to identify lameness using physical examination and gait evaluation.

ESCI 101 Physical Geology

3-F19

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. Liberal Arts.

ESCI 103 Physical Geology Lab

1-F19

Laboratory to accompany ESCI 101 Physical Geology. Three lab hours per week. Liberal Arts.

ESCI 212 Environmental Earth Science

4-WSP

Relationship between humans and Earth systems in the atmosphere, hydrosphere and lithosphere. Environmental problem-solving. Laboratory focuses on applications of GIS and GPS to environmental and earth science problems. Three lecture, three laboratory hours each week. 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 from an engineering perspective. 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

3-F20

Emphasizes development of communicative competence in French, bringing students to the novice-mid level of oral proficiency. Communicative tasks are specifically focused on interpersonal and interpretive modes. Additional activities develop an awareness and appreciation of the variety of cultures of the French-speaking world. Fulfills part of General Education Changing World requirement. Liberal Arts.

FREN 102 French Level 2

3-S21

Emphasizes development of communicative competence in French, bringing students to the novice-high level of oral proficiency. 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 French-speaking world. Fulfills part of General Education Changing World requirement. Liberal Arts.

FREN 191, 192, 291, 292 Independent Study
1, 2, 3 or 4-WSP

May be taken for 1–4 credits with approval of the professor. Liberal Arts.

FREN 355 French Media and Society

4-Summer

Using advanced conversation structures, uses a variety of French media as a window on modern aspects and issues of French society today. Students 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 Université de Caen.

FREN 356 Exploring French Cinema

4-Summer21

Using advanced conversation structures, uses cinema as a window into French history and culture. Students 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 Université de Caen.

FREN 360 French Civilization and History

4-Summer

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. 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-Summer21

Concentrates on French life since WWII. Particular attention to social, political and economic structures along with trends in art, media and daily living. Taught in French.

FREN 362 French Christian History

4-Summer

From legendary stories of the Apostle Paul and St. Denis; through the medieval era of Bishop Aubert and Rollo the Viking; through 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 gives students a deep understanding of and appreciation for the rich spiritual heritage we enjoy throughout 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: FREN 301 or equivalent or permission

GERM 101 German Level 1

3-F29

Introduces and develops the skills of comprehending, speaking, reading and writing German with particular attention to pronunciation and intonation. Introduces students to the cultures and histories of German-speaking countries. Fulfills part of General Education Changing World requirement. Liberal Arts.

GERM 102 German Level 2

3-S30

Introduces and develops the skills of comprehending, speaking, reading and writing German with particular attention to pronunciation and intonation. Introduces students to the cultures and histories of German-speaking countries. Fulfills part of General Education Changing World requirement. Liberal Arts.

GERM 191, 192, 291, 292 Independent Study
1, 2, 3 or 4-WSP

May be taken for 1–4 credits with approval of the professor. Liberal Arts.

GREK 101 Beginning Greek Level 1

3-F19

Introduction to Koine Greek. Stress on morphology and syntax designed to prepare students to read the Greek New Testament and use tools of study. This course or its equivalent is a prerequisite for all other Greek courses. Fulfills part of General Education Changing World requirement. Liberal Arts.

GREK 102 Beginning Greek Level 2

3-S20

Further introduction to Koine Greek grammar using translation of New Testament texts and other Early Christian texts, emphasizing translation comprehension and practice with Greek tools. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: 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, the Septuagint and other early Christian texts. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisites: GREK 101, 102

HEBR 101 Beginning Hebrew Level 1

3-F20

Introduction to Biblical Hebrew designed to give the student sufficient knowledge of grammar, morphology, syntax, and translation tools and theory to enable basic study of the Old Testament in its main original language. Fulfills part of General Education Changing World requirement. This course or its equivalent is a prerequisite for all other Hebrew courses. Liberal Arts.

HEBR 102 Beginning Hebrew Level 2

3-S21

Continuing introduction to Biblical Hebrew with emphasis on reading and translating Old Testament texts. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: 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. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisites: HEBR 101, 102

HIST 101 Western Civilization I: Ancient Civilization to 1650

2-WSP

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. Liberal Arts.

HIST 102 Western Civilization II: 1650 to the Present

2-WSP

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. Liberal Arts.

HIST 103 Western Civilization: Science Honors I

2-WSP

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. Liberal Arts.

HIST 104 Western Civilization: Science Honors II

2-WSP

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. Liberal Arts.

HIST 105 Western Civilization: Ancient Civilization to the Present

3–4-WSP

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, age of discovery and expansion, rise of science, Enlightenment, Industrial Revolution, nationalism and other ideologies, two World Wars, Cold War, and post-Cold War culture. Attention to analyzing primary source materials. 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 engage in reading, writing and discussion about the course material. Taught at participating high schools to selected, qualified students. Liberal Arts.

HIST 112 College Survey of American History

3-WSP

Overview of American history from the Colonial period to the present. Taught at participating high schools to selected, qualified students. Liberal Arts.

HIST 126 New York State History

3–4-WSP

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, 3 or 4-WSP

Liberal Arts.

HIST 220 American History Survey

3–4-WSP

Overview of American history to the present. Liberal Arts.

HIST 223 Latin American History to 1800

3–4-WSP

An introductory survey with attention to cultural interaction during the Colonial period. Liberal Arts.

HIST 224 Latin American History since 1800

4-WSP

An introductory survey of Latin America from the revolutionary era to the present. Liberal Arts.

HIST 230 Medieval Europe

3–4-WSP

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 on the themes of Western cultural formation, ecclesiastical development, monastic and lay spirituality, and the birth of fundamental Western institutions. Primarily a reading course, relies heavily on primary sources. Liberal Arts.

HIST 247 Switzerland: A Case Study in European Politics and Culture

3–4-WSP

General introduction to Switzerland, covering history, politics, literature and culture. Topics include Switzerland as a multinational, multilingual and multi-confessional country;

Swiss neutrality, federalism and direct democracy; the country's relation to the European Union; and its experience with immigration. Special attention paid to similarities and differences between Switzerland and the United States. Fulfills part of General Education Changing World requirement. Liberal Arts.

HIST 249 African History

3–4-WSP

Sub-Saharan Africa from earliest times. Medieval empires of western Sudan, colonial rule, emergence of national states. Liberal Arts.

HIST 295, 395, 495 Special Topics

3–4-WSP

Group study of selected topics; open only by permission. Liberal Arts.

HIST 325 Europe in the 19th Century

3–4-WSP

Growth of liberal democracy, influence of industrial revolution and impact of nationalism. French Revolution to 1890. Liberal Arts.

HIST 326 Europe, 1890–1945

3–4-WSP

The changing intellectual climate, World War I, problems of the interwar period, challenges to democracy, background of World War II. Liberal Arts.

HIST 332 History of Rome

3–4-WSP

Survey of Roman history and cultures from the beginning of the republic until the disintegration of the empire, emphasizing political and religious developments. Liberal Arts.

HIST 348 Vienna 1900: Politico-Cultural Crisis and Creativity

3–4-WSP

Studies the late 19th-century crisis of faith and reason in turn-of-the-century Vienna, where the Habsburg Empire was crumbling under the pressure of ethnic and national

rivalries and competing political ideologies. Across cultural realms—political, literary, philosophical, artistic, musical, architectural, scientific—a remarkable outburst of creativity by a group of first-rate writers, artists and thinkers reveals both the surface refinement and elegance as well as the subterranean turmoil and decay that mark the *fin de siècle* period. Liberal Arts.

HIST 359 Colonial America, 1600–1788

3–4-WSP

Settlement of North America with emphases on religious and social developments as well as the American Revolution. Liberal Arts.

HIST 360 Early National Period, 1788–1850

3–4-WSP

Establishment of national political institutions and ideologies. Manifest Destiny, institution of slavery, ante-bellum revivalism and reforms, nascent industrialization. Liberal Arts.

HIST 361 Civil War and Industrial America, 1850–1920

3–4-WSP

Sectionalism and Civil War, Reconstruction, adaptation to accelerating industrialization and urbanization, and World War I. Liberal Arts.

HIST 362 Recent American History, 1920 to Present

3–4-WSP

Immigration, Depression and New Deal, World War II, Cold War, and resurgence of Evangelicalism. Liberal Arts.

HIST 368 The Reformation

3–4-WSP

A survey of the continental, English and Roman Catholic reformation of the 16th century. Liberal Arts.

HIST 370 Evangelical Roots

3–4-WSP

Looks at Evangelicalism from the 1730s to the present, especially in Britain and America, where most of the movements originated and developed. 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

3–4-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

3–4-WSP

History of historical writings and methods; theories of history. Liberal Arts.

HIST 481 Senior Capstone: Senior History Seminar

3–4-WSP

Individual 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

3–4-WSP

Liberal Arts.

HUM 101 Enduring Questions: The Ancient and Medieval World

3-F

Chronological survey of literary, philosophical and other texts in historical context from the earliest civilizations to 1450. Emphasis on the development of Western civilization with comparative attention to non-Western sources and contexts. Fulfills part of General Education Humanities requirement. Liberal Arts.

HUM 102 Enduring Questions: The Early Modern World

3-S

Chronological survey of literary, philosophical and other texts in historical context from 1450 to 1800. Emphasis on the development of Western civilization with comparative attention to non-Western sources and contexts. Fulfills part of General Education Humanities requirement. Liberal Arts.

HUM 201 Enduring Questions: The Modern World

3-F&S

Chronological survey of literary, philosophical and other texts in historical context from 1800 to the present. Emphasis on the development of Western civilization with comparative attention to non-Western sources and contexts. Fulfills part of General Education Humanities requirement. Liberal Arts.

HUM 247 Switzerland: A Case Study in European Politics and Culture

3–4-WSP

General introduction to Switzerland covering history, politics, literature and culture. Topics considered include Switzerland as a multinational, multilingual and multi-confessional country; Swiss neutrality, federalism and direct democracy; the country's relation to the European Union; and its experience with immigration. Special attention paid to similarities and differences between Switzerland and the United States. Fulfills part of General Education Changing World requirement. 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

transposed into a variety of other contexts in the analytic humanities, literature, arts and sciences. Liberal Arts.

HUM 348 Vienna 1900: Politico-Cultural Crisis and Creativity

3–4-WSP

Studies the late 19th-century crisis of faith and reason in turn-of-the-century Vienna, where the Habsburg Empire was crumbling under the pressure of ethnic and national rivalries and competing political ideologies. Across cultural realms—political, literary, philosophical, artistic, musical, architectural, scientific—a remarkable outburst of creativity by a group of first-rate writers, artists and thinkers reveals both the surface refinement and elegance as well as the subterranean turmoil and decay that mark the *fin de siècle* period. Liberal Arts.

HUM 395 Special Topics

1, 2, 3 or 4-WSP

Liberal Arts.

HUM 481 Senior Capstone: Humanities Project

1-F&S

A directed-studies project in which the student produces a paper synthesizing 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) (Houghton Online)

1- F&S, Summer

Adult students learn and apply strategies for success in their return to college and lifelong learning. Major topics include setting academic, career and personal goals; stress management; time management; critical thinking and problem-solving; learning styles; and best practices. Also introduces students to Houghton College, our online platform, and program policies and procedures.

IDEV 312 Field Experience in Development

2–4-F&S, May, 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 culminate in an analysis of the development work experienced in relation to its cultural context. The student keeps a journal and writes a summary paper on the experience in the culture. This experience may be linked to formal study-abroad programs, official internship affiliation or preapproved individual arrangements. Note: Please consult the Global Studies department regarding requirements for this course before planning

your experience. Liberal Arts. Prerequisite: INCL 310

IDEV 338 Issues in Development

4-F20

Introduces students to key issues in the development field. Themes such as the environment, global health, conflict, poverty and globalization are examined for insights into topics including holistic development, asset-based approaches and methods, social-economic issues, systems and structures (church, non-governmental organizations, international institutions and governments), policy development, and monitoring and evaluation. Designed within an international development framework. Examines individual, community and institutional issues. Fulfills part of General Education Changing World requirement. Liberal Arts.

IDEV 345 Community Organization and Development

4-S20

A comparative study of how local communities organize to manage natural resources and provide collective goods and sources, focusing 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-F20

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 are drawn from many development themes including global health (HIV/AIDS), agriculture, poverty and environment.

Emphasis and focus are on basic principles and values of development communication that challenge the dominant paradigm. Liberal Arts.

IDEV 389, 489 Intercultural/International Development/Linguistics Internship

1–4-F&S, May, 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. Prerequisite: Intercultural/Field Experience. May be repeated.

IDEV 482 Senior Capstone: International Development Seminar

3-F

Students engage in a semester-long research project related to their major. The program faculty team up to guide the students through the research process, presentations and paper writing. INCL and IDEV majors meet together. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

IDEV 484 Integrative Senior Seminar

4 or 6-F

Senior Seminar for the INCL major and the companion major. In cooperation with the advisor of each major, the student develops one research project that meets the requirements for each major. Fulfills General Education Writing-Enriched course requirement. 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

3-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, and 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. Fulfills part of General Education Changing World requirement. Liberal Arts.

INCL 211 Intercultural Transition and Adjustment

1-F

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 (may take INCL 310) and encouraged for any student going on a study-abroad experience. Usually offered as a part of INCL 310 or may be offered by itself in Mayterm. Liberal Arts.

INCL 215 Christian Introduction to Islam

3-F21

An introduction to the beliefs and practices of Islam from a Christian perspective. Selected readings in the Qur'an and Hadith provide a foundation for understanding contemporary Muslims, Islam and the different challenges that confront Muslims today. Emphasis on how Christians can thoughtfully engage with Islam and their Muslim neighbors.

INCL 225 Intercultural Communications

3-S20

Explores theory and practice of communicating interculturally. Recommended for those with an interest in international vocations or working with ethnic or cultural groups within the United States. Fulfills part of General Education Changing World requirement. Liberal Arts.

INCL 243 Cultural Anthropology

3-F&S

Cultural and social aspects of human behavior; comparison of cultures. Fulfills half of General Education Social Sciences requirement and half of Changing World requirement. Liberal Arts.

INCL 254 African Cultural Arts

3-F&S

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). Provides hands-on experience of the ways in which the arts can serve as agents of cultural preservation as well as cultural transformation. Seeks to guide students in the exploration of the spiritual, philosophical, social and psychological drivers of the cultural arts to gain a deeper appreciation of diversity and human creativity. Students are 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 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. High emphasis on participation and reflection. Fulfills General Education Art & Music requirement. Liberal Arts. Part of Go-Ed semester.

INCL 255 Thai Cultural Arts

3-F&S

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). Provides hands-on experience of the ways in which the arts can serve as agents of

preservation as well as transformation in culture. Seeks to guide students in the exploration of the spiritual, philosophical, social and psychological drivers of the cultural arts to gain a deeper appreciation of diversity and human creativity. Students are 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 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. High emphasis on participation and reflection. Fulfills General Education Art & Music requirement. Liberal Arts. Part of Go-Ed semester.

INCL 256 History, Religion & Society of the Mekong Region

3-F&S

Introduction to the historical and social context of the Mekong sub-region of Southeast Asia and explores the dynamics among religious, political and other social foundations and contemporary forces of change. Begins with a survey of the major religions of the region (chiefly Buddhism and tribal Animism) and their enduring influence on worldview and culture, then 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 are guided to explore the influence of intangible factors on tangible institutions and historical events. 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-WSP

Muhammad's life and writings are the foundations of Islam. The Islamic faith is appraised through a historical and primary source approach in which students will read through the entire Qur'an chronologically and a significant portion of the Hadiths. The students' mastery of Muhammad's life and Quranic vocabulary and a confident grasp of Quranic theology 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

3-F

Explores the knowledge, attitudes and skills for transitioning into, adapting to, and working 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. Fulfills part of General Education Changing World requirement. Required for INCL 311. Liberal Arts.

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 result in completion of a cultural profile, journal and summary paper on the experience. This experience may be linked to formal study-abroad programs, official internship affiliation or preapproved individual arrangements. Note: Please consult the Global Studies

department regarding requirements for this course before planning your experience. Liberal Arts. Prerequisite: INCL 310

INCL 314 Exclusion and Exploitation: Marginal People of the Mekong

3-F&S

Examines the exclusion and exploitation of people in the Greater Mekong Sub-region (GMS). Topics include identifying the various marginalized people groups 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, non-governmental organization and faith-based responses. Liberal Arts. Part of Go-Ed semester.

INCL 319 Cross-Cultural Field Practicum

3-F&S

Designed to give students hands-on cross-cultural experience with community development work in East Africa. Students are exposed to international development and relief programs and have the opportunity to work in cross-cultural work environments and contribute meaningfully to their assigned program. Students begin to assess their own ability to live and work in cross-cultural settings and 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

3-WSP

Following the death of Muhammad, issues of theological orthodoxy and governmental orthopraxy flourished in a context of conflict

and growth. Students 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 study the wide history of Islamic thought up until the OPEC crisis of 1973–74. Students 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 to almost one village. However, 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 humans. Aims 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. Explores some of the characteristics of the African cultures and traditional religions and the values and social perspectives they vehicle and 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 missions based on the concept of *missio dei* (God's mission). 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

Explores issues of peacebuilding 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 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 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 is discussed. Students also discuss the increasing presence of religious diversity. Students have opportunities to interact with individuals who experienced these human tragedies as well as those at the forefront of reconciliation work in the country. Liberal Arts. Part of Go-Ed semester.

INCL 350 Culture Change and Globalization

4-F20

Globalization is spreading rapidly around the world and is causing significant culture change to all societies from traditional to folk to contemporary. Focusing on historical and current case studies, this course makes students aware of current cultural changes and gives them the theoretical knowledge to

understand, empathize with, and assist people who are wrestling with culture change. Fulfills part of General Education Changing World requirement. Pre- or Corequisite: Cultural Anthropology. Liberal Arts.

INCL 361 Engaging the Muslim World

4-WSP

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 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 gain strong confidence and learn wise diplomacy in sharing Jesus with Muslims in a wide variety of means. This course has a fee. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: 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 begin our discussions by looking at society, its structure and a variety of social contexts. We then examine poverty, worldviews and a continuum of development practices. We 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 are short writing assignments given throughout the course, each designed to help students think through the material presented. There is a

final project due. We discuss topics for this project during the first week of class. The last two class days are 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 Intercultural/Field Experience requirement 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. 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: 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 African-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 explore the various sociological expressions, their political aspirations and their texts. Special attention is given to various Christian

ministries to Muslims in North America. Liberal Arts. Prerequisite: INCL 260

INCL 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 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 is 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: INCL 260

INCL 482 Senior Capstone: Intercultural Seminar

3-F

Students engage in a semester-long research project related to their major. The program faculty team up to guide the students through the research process, presentations and paper writing. INCL and IDEV majors meet together. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

INCL 496 Honors in Intercultural Studies

4-S

Liberal Arts.

INDS 202 Capstone Experience

1-S, May, Houghton College Buffalo

A one-week Mayterm course that serves as a required capstone experience for the AA degree. Held on the main campus in Allegany County and emphasizes the learning outcomes for the entire program. The discipline and content of the course change every year based on faculty proposals and approval of the Associate Dean of the Faculty.

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 AA 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 is recognized on a student's transcript by the words "Comprehensive Honors." Courses must 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 BA, Composition, Music Education and BMus with Non-Music Elective Studies majors. Prerequisite: 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 BA, Composition, Music Education, BMus with Non-Music Elective Studies majors, minors and elective study. Prerequisite: Audition or INST 202

INST 401, 402 Applied Lessons

1–6-F&S

Advanced private study for BMus majors. Prerequisites: 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 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; fulfills Transitions requirement.

INTS 104 Transitions for Transfers: Succeeding at Houghton College

0-F&S

Half-semester course required for all entering transfer students. Designed to address the unique circumstances, both social and academic, of transfer students, who have already had previous experience with college life. Acquaints new students with life on the Houghton campus, college policies, and available services and resources provided by the College. 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

2-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

3-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. Liberal Arts.

INTS 153 East Meets West

12 or 14-S, 3-May

Integrating the disciplines of history, literature, theology and politics, 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. Mayterm trip to the Balkans completes the experience. In combination with INTS 149, fulfills General Education requirements: THEL 209, Writing-Enriched course, Humanities, half of the Social Sciences requirement, Art & Music, and half of the Changing World 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. Together with INTS 155, fulfills General Education Natural Sciences requirement. Liberal Arts. This course has a fee.

INTS 155 Science Honors II

4-M

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, fulfills General Education Natural Sciences requirement. Liberal Arts. This course has a fee. Prerequisites: MATH 181 (or MATH 170/171 or 161), INTS 154

INTS 157 Science Honors: Writing and Communication II

2-S

Writing component of INTS 154. Reserved for first-year Science Honors students. Taken concurrently with INTS 154. Fulfills General Education WRIT 101 requirement. Liberal Arts. Prerequisite: INTS 150

INTS 167 Imagining Wholeness: Psychology and Literature

4-F20

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. 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-S20

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), fulfills General Education requirements: THEL 209, Writing-Enriched course, Humanities, half of the Social Sciences requirement, Art & Music, and half of the Changing World requirement. Liberal Arts.

INTS 203 Literature and Wisdom

6-F/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. 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 are expected to synthesize content from a variety of sources and demonstrate and refine their understanding through a series of writing

exercises. Fulfills 2 of 3 General Education Bible and Theology requirements. Liberal Arts

INTS 215 ST: East Meets West Honors Political Science

2 or 4-F

Completion of the political science component of 2018–2019 East Meets West curriculum, reserved for students in that cohort. Liberal Arts. Prerequisite: INTS 153

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 develop interpretive, recreational, meditative, exercise or other trails to complement their major program or General Education. One hour of lecture; three, four and a half, or six hours of applied (depending on credit hours chosen: three applied hours for 2 credits, four and a half for 3 credits, and six for 4 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 explore some aspects of urban culture. Meetings are held every other week in a setting outside of the classroom. Provides academic structure for engagement that helps students experience, explore and understand the complex diversity of Buffalo and foster reflection on our place in a diverse world. Events are 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.

LEDU 500 Foundations of Language and Literacy for Diverse Learners

3-F

Examines the nature of students' diverse 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 students with emphasis on students from diverse cultures as well as those with learning differences and/or learning English as a New Language. Teachers are expected to establish a research-focused lens as they engage in reviewing current literacy research and complete a case study on an exceptional learner. Fieldwork required weekly or according to a schedule established by the instructor.

LEDU 506 Early Childhood Education: Language and Literacy Development

3-Summer 20

Focuses on research-based principles and practices for language and literacy development of children birth to second grade. Emphasis on understanding the processes by which young children learn spoken and written language and 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 6 credits of early childhood coursework with a C or better may be able to extend their teaching certificate to include birth to second grade through the [Individual Evaluation for Additional Classroom Teaching Certificate pathway](#). Restricted to Houghton College Inclusive Childhood Education majors who have completed junior-level coursework, Inclusive Childhood Education Graduates and matriculated students in the Houghton graduate literacy program. Any other enrollees must receive permission from the

instructor. Required for B–6 and B–12 certificates.

LEDU 507 Early Childhood Education: Developmentally Responsive Instruction Across the Curriculum

3-Summer 20

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 6 credits of early childhood coursework with a C or better may be able to extend their teaching certificate to include birth to second grade through the [Individual Evaluation for Additional Classroom Teaching Certificate pathway](#). Restricted to Houghton College Education majors who have completed junior-level coursework in the major and graduates of Houghton's Education program. Any other enrollees must receive permission from the instructor. Required for B–6 and B–12 certificates.

LEDU 510 Multiple Literacies Across the Content Areas

3-S

Immerses B–12 teachers in reading, writing, listening and speaking across the content areas using multiple literacies. Grounded in multimodality, semiotics and new literacy theories, teachers wrestle with purposeful uses of technology that empowers motivating and creative literacy teaching and learning across the content areas (B–12). Discusses the concept of *text* broadly with attention to multimodal texts, multicultural literature and popular media. Explores planning for literacy

integration across content areas for B–12 inclusive learning contexts. Attends to developmentally appropriate instructional methods, standards, assessments and reflection.

LEDU 512 Culturally Responsive and Dialogic Pedagogy

3-F

Critically examines current research and theory that afford understanding and responsiveness to students' cultural and learning differences. Considers students' sociocultural, cognitive and motivational influences on literacy acquisition and learning. Explores culture, discourse, narrative and power in diverse B–12 educational contexts. Investigates the power afforded to students and teachers alike when they are positioned as meaning-makers and participants in their learning. Both in- and out-of-class activities are designed to provide students with authentic occasions to apply their theoretical learning and develop their professional learning network. Fieldwork required weekly or according to a schedule established by the instructor.

LEDU 514 Foundations of Learning Theory & Inquiry

3-S

Explores learning and teaching as active, social and interactive processes. Considers inclusive application of historical and current research and theory around inquiry-based learning and teaching. Engages teachers to further develop their own questions that will facilitate their ongoing inquiry about the content and processes they teach, the methods they use, and the transactions that occur as they teach and learn from their diverse B–12 students. Both in- and out-of-class activities are designed to provide students with authentic occasions to apply their theoretical learning and develop their professional learning network. Fieldwork required weekly or

according to a schedule established by the instructor.

LEDU 516 Collaboration & Communication Across Diverse Learning Contexts

3-F

Reviews major theories that help explain human communication behavior and considers the applications of these theories in daily interactions in B–12 educational contexts. Explores effective practices for designing sustainable co-teaching and collaborative partnerships across the diverse learning contexts in today's B–12 classrooms. Immerses candidates in working together across grade levels as well as content areas to support diverse learners through collaborative planning, differentiated instruction and assessment practices as well as mindful classroom management. Both in- and out-of-class activities are designed to provide students with authentic occasions to apply their theoretical learning and develop their professional learning network. Requires two synchronous meetings. Fieldwork required weekly or according to a schedule established by the instructor.

LEDU 518 Rural Literacies: Empowering Rural Voices

3-S

Extends the current understandings of rurality while examining theory, pedagogy and practices specific to multiple rural contexts. Investigates the impact of rural contexts' diverse geography and sociocultural and socioeconomic norms on rural schools and communities. Considers how rural educators (B–12) can work against marginalizing discourses around rural ways of living while communicating to rural students the value of their roots, which are part of their identity. Explores place-based pedagogy while engaging in dialogue with the views and voices of rural schools and communities.

LEDU 520 Educational Research 1: Teachers as Researchers

3-F

Introduces qualitative research methods in the field of education. Examines the conceptual roots, assumptions and methodologies of qualitative research both by itself and in relation to quantitative approaches. Locates our work in B–12 educational settings, which will provide teachers with authentic approaches to integrate research into their everyday practices. Immerses teachers as researchers in their classrooms. Semester-long research project will be the grounding assignment that parallels and applies class readings and discussions. Both in- and out-of-class activities are designed to provide students with authentic occasions to apply their theoretical learning and develop their professional learning network. Fieldwork required weekly or according to a schedule established by the instructor.

LEDU 524 Educational Research 2: Cultivating & Sustaining Professional Communities of Practice

3-S

Prepares B–12 literacy specialists to manage the multifaceted responsibilities they carry as coaches for teachers in their ongoing professional development and to use data to inform their planning and implementation of school-wide appropriate faculty-development activities. Examines various possibilities for collaboration with students, parents and other educators in the organization, development, implementation and improvement of literacy curricula that are responsive to students' diverse needs. Examines organizational and administrative issues at various levels (e.g., societal and federal, district, school and classroom). Considers how cultivating and sustaining professional communities of practice in and across the diverse teaching

contexts in the U.S. can do all of this and more. Semester-long research project will be the grounding assignment that parallels and applies class readings and discussions. Both in- and out-of-class activities are designed to provide students with authentic occasions to apply their theoretical learning and develop their professional learning network. Fieldwork required weekly or according to a schedule established by the instructor. Prerequisite: LEDU 520. Corequisite: LEDU 522 or 526.

LEDU 522 Literacy Specialist Internship: Secondary (5–12)

3-F/S

Immerses candidates in working with diverse learners (5–12) who need support in their language and literacy development and learning for at least 100 hours. Includes opportunities to explore and refine skills needed in the different roles and responsibilities as literacy specialists. Requires self-reflection and provides opportunities for feedback from peers and college mentors. Should be taken in the semesters immediately preceding EDUC 550. Corequisite: LEDU 520 or 524.

LEDU 526 Literacy Specialist Internship: Elementary (B–6)

3-F/S

Immerses candidates in working with diverse learners (B–6) who need support in their language and literacy development and learning for at least 100 hours. Includes opportunities to explore and refine skills needed in the different roles and responsibilities as literacy specialists. Requires self-reflection and provides opportunities for feedback from peers and college mentors. Should be taken in the semesters immediately preceding EDUC 550. Corequisite: LEDU 520 or 524.

LEDU 550 Capstone Seminar: Critical Reflective Literacy Pedagogy

3-Sum

Further expands teachers' knowledge of seminal studies in the area of literacy research, both qualitative and quantitative. Examines current trends and issues in literacy education. Facilitates teachers' interpretations and evaluations of research as critical and knowledgeable readers. Immerses teachers in the processes needed for writing and re-presenting their findings from their action research project. Culminates in presentation and publication of research thesis. Three (1/month) synchronous meetings required.

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 not the "street language" of any particular country, MSA provides an excellent grounding towards fluency in any dialect in the Arab world. Those wishing to go further will be directed to an intensive Arabic program within the Arab world. Liberal Arts.

LING 106 Introductory Swahili

0 or 2-S

Prepares students with basic Swahili skills (survival mode). Introduces basic grammar, vocabulary and conversational skills as used in East Africa. Focus is on hearing and speaking. Does **not** meet a General Education requirement. Houghton East Africa. Liberal Arts credit.

LING 156 Conversational Swahili

4-S

Prepares students with general conversational skills. Vocabulary limited to words commonly used in rural village life in East Africa. Focus is on hearing and speaking Kiswahili. Meets one General Education Changing World Requirement. Houghton East Africa. Liberal Arts.

LING 220 Introduction to Linguistics

3-F19

An introduction to the basic subfields 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). Fulfills part of General Education Changing World requirement. 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

Takes advantage of faculty expertise to focus on advanced linguistic topics of interest to the student body. Can include Conversational Language Learning and Analytical Methods, The Structure of African Languages, and others. Liberal Arts. Prerequisite: to be determined at the time of offering

LING 312 Sociolinguistics

3-F19

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; development of pidgins and creoles; endangered languages; and language documentation, development and revitalization. Fulfills part of General Education Changing World requirement. Liberal Arts.

LING 322 Phonetics

3-WSP

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 full range of sounds used in human speech. Liberal Arts.

LING 323 Phonology I

3-S20

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, organization of sound systems, and how sounds affect one another. Examination includes detailed discussion of discovery procedures and theoretical perspectives, which provide an analytical framework. Liberal Arts. Pre/Corequisite: LING 322 or permission

LING 333 Grammar I

3-S20

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

3-S20

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)

3-F20

Examines some of the unique challenges facing English language learners through

exploration of English phonetic, phonological, morphological, syntactic, semantic and pragmatic phenomena. Includes transfer problems between other languages and English and implications for teaching English in multiple contexts. Prerequisite: LING 220

LING 370 Understanding English Grammar

3-S21

Explores English grammar from a linguistic perspective, utilizing a functional and typological theoretical framework. Students examine the historical development of English, morphology, lexicon and the ways in which words and morphemes can be combined into phrases, clauses, sentences and larger units. Students analyze English data to better understand why speakers of English speak the ways they do. Provides a basic overview of syntactic theory and major issues in modern linguistics. Liberal Arts. Prerequisite: LING 220 or permission

LING 371 TESOL Methods: ELA

3-F

Examines the language, reading and writing development of English language learners. 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. Prerequisites: 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. Gives students completing the Intercultural Studies TESOL concentration or TESOL minor an opportunity to gain guided experience in putting their learning into practice.

Prerequisites: LING 220, 351 and 350 or permission

LING 389, 489 Intercultural/International Development/Linguistics Internship

1–4-F&S, May, 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 Intercultural/Field Experience requirement has been met. May be repeated.

MATH 141 Mathematical Explorations

2-F&S

Explores a topic in mathematics with a focus on its historical context and/or applications to other disciplines and to real-world problems. Cultivates an appreciation of how mathematicians approach the world and emphasizes conceptual understanding rather than computational proficiency. Fulfills General Education Mathematics requirement. Liberal Arts.

MATH 160 Mathematics for the Life Sciences

4-WSP

Introduction to a variety of mathematical topics relevant for analyzing problems in the life sciences, providing the mathematical background required for Calculus for the Life Sciences or Calculus I. Topics include descriptive statistics, linear regression, exponential and logarithmic functions, difference equations, matrix algebra, and basic discrete probability theory. Scientific software used throughout. Fulfills General Education Mathematics requirement. Liberal Arts. Required for students with SAT Math score of 550 or lower or equivalent who need to take MATH 161 or 181.

MATH 161 Calculus for the Life Sciences

4-WSP

Introduces calculus in the context of the life sciences. With applications throughout, topics include limits and continuity, derivatives, integration, continuous probability distributions, and a basic introduction to ordinary differential equations. Scientific software used throughout. Fulfills General Education Mathematics requirement. Liberal Arts. Students who complete this course with a C have fulfilled the prerequisite for Calculus II. Prerequisite: SAT Math score higher than 550 or equivalent, MATH 160 or permission.

MATH 181 Calculus I

4-F&S

First semester of single-variable calculus including limits, continuity and the Intermediate Value Theorem; theory and computation of derivatives of algebraic, trigonometric and transcendental functions; applications of derivatives including optimization, curve-sketching, related rates and the Mean Value Theorem; and an introduction to integration, including the Fundamental Theorem of Calculus, computation of areas and the technique of substitution. Students who have completed MATH 171 cannot take this course. Fulfills General Education Mathematics requirement. Liberal Arts. Prerequisite: SAT Math score higher than 550 or equivalent or permission

MATH 182 Calculus II

4-F&S

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; and sequences and series. Fulfills General Education Mathematics requirement. Liberal Arts. Prerequisite: MATH 181 (or MATH 170/171 or 161)

MATH 210 Introduction to Proofs

2-F

Introduces the central idea of proof in mathematics and some standard proof formats used throughout the Math major. Includes propositional logic, an introduction to predicate logic, direct proof, proof by contradiction and mathematical induction. Fulfills General Education Mathematics requirement. Liberal Arts. Prerequisite: MATH 181 (or MATH 170/171 or 161)

MATH 214 Discrete Mathematics

2-F19

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: MATH 210

MATH 225 Multivariate Calculus

4-F19

Space geometry, vectors, vector functions, functions of several variables, partial differentiation and multiple integration. Liberal Arts. Prerequisite: MATH 182

MATH 241 Differential Equations

4-S20

Methods of solution and applications of principle types of differential equations. Liberal Arts. Prerequisite: MATH 182

MATH 261 Linear Algebra

4-S

Systems of linear equations, matrices, vector spaces, linear transformations, inner product spaces, determinants, eigenvectors and eigenvalues. Fulfills General Education Mathematics requirement. Liberal Arts. Prerequisite: MATH 181 (or MATH 170/171 or 161)

MATH 281 History of Mathematics

2–4-S21

Contextual study of the history of mathematics and some classical problems. Liberal Arts. Prerequisite: 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-S21

Develops a rigorous foundation for the fundamental topics covered in calculus: sequences and series, continuity, differentiability, integrability, and convergence based on limits and the axioms of the real number system. Liberal Arts. Prerequisites: MATH 182, 210, 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. Prerequisites: MATH 182, 261, CSCI 211

MATH 333 Probability and Statistics I

4-F20

Introduces 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, also covers some of the main topics of mathematical statistics, including statistical hypothesis testing, errors, correlation, regression equations and analysis of variance. Liberal Arts. Prerequisite: MATH 182.

MATH 341 Mathematical Modeling

4-WSP

Designed to develop an appreciation for and understanding of the mathematics of complex systems. Particular problems from the life and social sciences illustrate the principles and

process of mathematical modeling and motivate development of tools and techniques employed throughout applied mathematics. Liberal Arts. Prerequisite: MATH 241

MATH 351 Modern Geometries

4-S20

A survey of geometry including advanced Euclidean geometry and an introduction to non-Euclidean geometries. Liberal Arts. Prerequisite: MATH 210

MATH 361 Abstract Algebra I

4-S20

An introduction to groups, subgroups, homomorphisms and isomorphisms, rings, fields, and ideals with a focus on developing skills in problem-solving, communicating mathematics and proof writing. Liberal Arts. Prerequisites: MATH 210, 261.

MATH 380 Mathematics Research Seminar

1-S

Introduces students to the experience of mathematics research. Each student is part of a team working with a faculty member on an open problem. May be repeated multiple times for credit. Liberal Arts. Prerequisite: 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. Liberal Arts. Prerequisite: according to the chosen area of research

MATH 425 Real Analysis II

2–4-WSP

Covers selected topics from real and functional analysis, building on the foundation from Real Analysis I. Liberal Arts. Prerequisite: MATH 325

MATH 433 Probability and Statistics II

2–4-WSP

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: MATH 333

MATH 452 Point Set Topology

4-WSP

Open and closed sets. Connected, compact and metric topological spaces. Liberal Arts. Prerequisites: MATH 210, 261

MATH 461 Abstract Algebra II

2–4-WSP

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: MATH 361

MATH 471 Complex Analysis

4-WSP

Complex number system, limits, differentiation and integration in the complex plane, and complex series. Liberal Arts. Prerequisites: MATH 225, 325 or permission

MATH 482 Senior Capstone: Mathematics Seminar

2-S

A capstone course that further develops problem-solving and mathematical communication skills. Emphases on formulating, solving and explaining challenging problems in both verbal and written form to varied audiences. Considers the relationship of mathematics to various other disciplines, the historical development of mathematics, and the relationships between mathematics and the Christian faith. For seniors, except by permission. Liberal Arts.

MATH 496 Honors in Mathematics

4-WSP

Liberal Arts.

MBA 501 The MBA Connection Workshop

1-F

This workshop serves as the entry point for new students in the MBA program. Designed to onboard students during a four-day residency, introducing them to the scope of the program, its integrated design and learning objectives. Students engage in exercises that build self-knowledge and emotional intelligence and create a learning community. This will equip them for success with graduate-level work and course team assignments.

MBA 509 Data Analysis for Decision Making

3-

Examine and apply mathematical and statistical methods to improve data literacy and develop tools to improve management decision-making. Familiarizes students with the assumptions underlying various statistical techniques and assists in identifying their appropriateness in a variety of situations. Students perform statistical analysis and interpret results that contribute to information-based decision making.

Prerequisite: MBA 501. *Students may choose to waive this course and substitute an elective if they have earned a B– or better in at least two of the following undergrad/graduate-level courses: statistics (level 200+), data science (level 200+), calculus or a 200+-level college math course.*

MBA 511 Political, Regulatory and Legal Responsibilities

3-S

Examines the impact of diverse political and social forces on business and the law. Students explore the historical, cultural, political, philosophical and religious foundations of legal and social systems as they relate to the ethical and profit dimensions of the economic complex. Critical thinking, persuasive speaking and writing skills will be honed through analysis of the

above in relation to policy and implementation procedures in international and domestic markets. Prerequisite(s): MBA 501, MBA 630. *Students may choose to waive this course and substitute an elective if they have earned a B– or better in at least two of the following undergrad/graduate-level courses: Business Law I and/or II, Employment Law.*

MBA 514 Leading for Higher Performance

3-S

Focused on improving leader efficacy in developing peak organizational and people performance. Performance contributors and/or detractors will be studied from a biblical perspective where students will examine how recent trends in workplace “advances,” scientific findings and human resource best practices confirm and/or conflict with God’s design of humankind. Prerequisite(s): MBA 501, 630

MBA 518 Accounting Information and Financial Control

3-Summer

Prepares students to effectively extract and utilize information in financial statements. The relation between financial statement representation and underlying business activities is emphasized. Specific topics to be addressed include revenue recognition practices; obligation measurement; and the impact of organizational form on accounting measures of performance, digital platforms and GAAP. Prerequisite(s): MBA 501, 630. ** *Students may choose to waive this course and substitute an elective if they have earned a B– or better in at least two of the following undergrad/graduate-level courses: Financial Accounting, Managerial Accounting and Cost Accounting.*

MBA 525 Project Management

3-Summer

An introduction to the role of project management within a cross-section of

organizations and project types. Topics include project definition, planning, scheduling, lifecycles, project attribute estimation, resource allocation, scope creep, and project portfolio evaluation and selection. Management issues related to project manager selection, subcontracting, team dynamics, and project monitoring and control are explored as essential elements of a successful project. Opportunities to research and evaluate the landscape of digital tools for project management and leverage real-world tools in the scope and sequence of learning. Prerequisite(s): MBA 501, 630

MBA 526 Risk Management and Governance
3-S

Considers how organizations assess and manage risks in external and internal environments and adapt daily operations and long-term plans to minimize unexpected losses. Students learn how to identify and categorize risks, how to develop and prioritize responses to risks, how risk affects strategic planning and daily operations, and how insurance and other tactics and strategies mitigate risks. Enterprise risk management, governance and contingency planning are considered for the entire organization, including accounting and finance, sales and marketing, human resources, and information technology. Prerequisite(s): MBA 501, 630

MBA 528 Financial Statement Analysis
3-Summer

Focuses on the mechanics of financial statement analysis from various perspectives, including shareholders, financial analysts, boards of directors, investors, and business mergers and acquisitions. Topics covered are balance sheet and income statement analysis, ratio analysis, cash flow analysis, common size analysis, trend analysis, and earning analysis. Students analyze and evaluate free cash flow generation, profitability, operating efficiency, and the impact of leverage on

business risk and return on equity. Students integrate a biblical and ethical framework that helps guide assure objective, i.e., bias-free analysis. Prerequisite(s): MBA 501, 630, Financial Accounting, Managerial Accounting, Corporate Finance, and one upper-level accounting course.

MBA 530 Enterprise Process Management
3-S

Explores the critical nature of processes and provides insight into how the most successful companies organize complex systems to deliver consistent and excellent products and services. Includes the basics of forecasting, capacity planning, scheduling, inventory management, total quality management and supply chain management, and how these span business functions of finance, sales marketing and product identity. The intersection of teams and crossfunctional connections are explored. Prerequisite(s): MBA 501, 630

MBA 532 Applied Managerial Finance
3-Summer

Emphasizes the decision-making and discipline of financial management. Subjects include financial reports and metrics, financial analysis and planning, financial forecasting, financial markets, financial leverage, working capital management, capital budgeting processes, cost of capital, and the evaluation of domestic and global merger and acquisition opportunities, including takeover and antitrust strategies. Students integrate a biblical and ethical framework that helps guide financial management decision-making. Prerequisite(s): MBA 501, 630

Students may choose to waive this course and substitute an elective if they have earned a B- or better in at least two of the following undergrad/graduate-level courses: Corporate Finance I/II; Investment Management; or Money, Banking and Finance.

MBA 611 Integrated Marketing Communication

3-F

Helps students understand the evolution of marketing communication as it becomes a functionally widened and linked activity. Students learn where each distinct communication function has resided and how they are forming a new entity called Integrated Marketing Communication (IMC). IMC involves the measured blending of disparate activities such as messaging, branding, advertising, public relations, sales promotion, events and sales training into a tightly coordinated activity that provides maximum persuasive impact within targeted markets. Teamwork among the various individual organizations is essential to the success of IMC. Prerequisite(s): MBA 501, 630

MBA 616 Entrepreneurship and the Lean Startup

3-Summer

Students learn the “thinking and doing” of successful entrepreneurs. This multi-dimensional course is intended for those inclined toward becoming an entrepreneur, needing to implement entrepreneurial and lean startup principles in their organization, or desiring to learn how to effectively work with an entrepreneur. Entrepreneurship will be explored from the biblical perspective of creativity and the productive process of innovation. Topics include deframing, metaphors, dialectical inquiry, path creation and bisociation. Students learn how to turn an innovative idea into a plan of action using lean startup strategy. Additionally, students consider the entrepreneur’s role in managing and mitigating the uncertainty of risk. Prerequisite(s): MBA 501, 630

MBA 618 Design-Thinking and Innovation

3-S

Emphasizes the connection between design-thinking and innovation. Students learn the

process of design-thinking, which begins with a genuine interest in understanding the people for whom products and/or services are being designed. Study and practice of this process help improve student ability to ask questions, challenge assumptions, redefine problems and create change—all important aspects for developing strategic options and solutions not immediately identified through left-brain thinking and problem-solving approaches. Considers the opportunities and challenges of design-thinking and innovation within varied organizational contexts and how they relate to differing services and product lines. Prerequisite(s): MBA 501, 630

MBA 620 Transformational Leadership

3-Fall

Provides a biblical perspective of transformational leadership, focusing on two key components: that transformation is missional and intentional. Students examine how to navigate the current societal and organizational landscape in a faithful and integrated manner by first considering transformation on a personal level, then organizational. Includes a variety of resources, assessments and coaching exercises. Prerequisite(s): MBA 501, 630

MBA 622 Price, Profit, and Free Enterprise in a Global Economy

3-Fall

Examines domestic and global production and distribution of goods and services as guided by the free market economy. Takes the perspective of the economist as advisor to managers and directors of a firm operating in an external economic environment and making operational and strategic decisions for the firm. With an understanding of supply, demand and consumer behavior as a background, the course studies how firms remain competitive through the improvement of strategic thinking about competition in the market and efficient

organizational structure and decision making, especially involving allocating resources, managing production, and earning a profit under changing economic conditions.

Prerequisite: MBA 501; Corequisite: MBA 630

MBA 624 Ethics, Morality and Social Responsibility

3-Summer

Provides a biblical perspective on ethics, morality and social responsibility in relationship to individual leaders, organizations, the community and global society. The interrelated nature of ethics, morality and social issues is reviewed along with how societal views and actions influence and impact organizational performance. An emphasis is placed on the decision-making responsibility of Christian leaders related to these topics that influence and shape organizational culture, policy, practice and people. Prerequisite(s): MBA 501, 630

MBA 630 Strategic Thinking and Plan Management

3-Fall

This MBA entry course examines the running of an enterprise from the Chief Executive Officer's point of view. It is designed to help students develop their strategic thinking ability and learn methods for effective strategic planning. Students learn about framing theoretical and practical training to understand business practices and enhance organizational efficiency and effectiveness. Includes conducting external and internal assessments of an organization, identifying key strategic issues, identifying and choosing alternative strategies, and defending those decisions. Provides the framework for the final MBA integrated project, MBA 651 *Integrated Project*. Gives students the instruction and tools helpful for integrating individual MBA course learning into their final MBA project and presentation. Prerequisite: MBA 501

MBA 651 Integrated Project

1-Fall

This final course in the MBA program includes a four-day residency. Students finalize a detailed personal plan focused on an existing company project, new business venture, creation of a new product or service, organizational process improvement, cultural change, or restructure of their current workplace department/organization. Students present their integrated project and observe and interact with peer presentations during the residency. The project focus must meet established guidelines and be preapproved by the MBA Director. Prerequisite(s): Successful completion of 37 or more credits of approved MBA required and elective courses.

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 are given a basic overview of each studied area 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 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. Presents

students with the career opportunities available within the industry and the knowledge needed to succeed in this business.

MBCM 210 Introduction to Lighting and Design

3-WSP

Covers techniques of designing lighting for various stage forms, creative planning and projection of designs for specific productions. Students learn the fundamentals of seeing differently in lighting design, exploring the mind's eye and learning how to "paint" with light. Students 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. Covers fundamentals of the tools of the lighting designer, preparation for theater, production techniques, concert techniques and assistant skills.

MBCM 212 Introduction to Live Sound and Recording

3-F

Explores artistic, musical, acoustic and technical aspects of live performance to learn to present the best possible sound within concert, corporate and worship venues. Students study, evaluate and compare different live and studio recordings to establish a point of reference for mix choices. Emphasizes instrumental sounds, vocal tonality and clarity within a mix; microphones and correct usage; equalization; time-based effects; and dynamics processing. These tools are presented in a manner that places a high value on the creative and technical influences they impose on the individual sounds as well as the control and mix creativity they offer for multiple sounds, channels and recorded tracks.

MBCM 215 Introduction to Music Publishing and Marketing

3-TBD

Teaches 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. Students develop a publicity plan, submit songs to register with the copyright office, learn how to market and promote compositions and writers through 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

Seminar course focusing 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 also explore diverse 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); and effects plug-ins and audio sampling through the creation, performance and production of music works in the electronic

medium. Students gain a deep understanding of the MIDI protocol and 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. Topics are explored 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

Distills decades of experience from recording producers into a focused step-by-step approach to the essential elements of successful records. Examines the emotional aspect of music and how that incorporates into memorable musical experiences. The genres and the message and lyrics may change, but the actual craft of making a great record remains the same. Develops listening skills and teaches how producers with 30 years of experience listen to music differently than developing producers.

MBCM 320 Artist Management and Development

3-TBD

Allows students to explore the role and importance of artist managers, what they do and how they impact the careers of artists and their brands. 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. Also explores a typical management contract and develops artist career planning, money management and what to do when things go wrong.

Students 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

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 develop their ability to hear and identify the key features of a well-balanced and professional mix. 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

Interdisciplinary course introducing 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 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

Gives students practical experience in using web-based tools for tasks related specifically to the commercial music industry and worship arts field. Students 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

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 contact 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.

MBCM 515 Introduction to Music Publishing and Marketing

3-TBD

Teaches 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 develops a publicity plan, submits songs to register with the copyright office, learns how to market and promote compositions and writers by developing effective pitch and promotion strategies, and discovers how to turn demos and lyrics into a functioning independent publishing and marketing business.

MBCM 520 Music Industry Seminar

2-TBD

Seminar course focusing 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 525 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 also explore diverse 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 557 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); and effects plug-ins and audio sampling through the creation, performance and production of music works in the electronic medium. Students gain a deep understanding of the MIDI protocol and explore the implications of MIDI and effects in the context of music production, recording, composition and performance.

MBCM 558 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. Topics are explored through the creation of music using a variety of recording/microphone techniques and computing tools including Pro Tools.

MBCM 565 Music Production Analysis

3-WSP

Distills decades of experience from recording producers into a focused step-by-step approach to the essential elements of successful records. Examines the emotional

aspect of music and how that incorporates into memorable musical experiences. The genres and the message and lyrics may change, but the actual craft of making a great record remains the same. This course develops listening skills and teaches how producers with 30 years of experience listen to music differently than developing producers.

MBCM 570 Artist Management and Development

3-TBD

Allows students to explore the role and importance of artist managers, what they do, and how they impact the careers of artists and their brands. 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. Explores a typical management contract and develops artist career planning, money management and what to do when things go wrong. The student also examines the principles of leadership dynamics and motivation in order to focus and empower current and potential managers.

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. 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 and Worship repertoire, and global song. Basic music-reading ability is expected. 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. Liberal Arts.

MED 200 Vocal Methods

1-S

Provides an examination of the vocal instrument as well as teaching strategies appropriate for teaching vocal/choral music students in a middle and high school setting. Designed for intended music educators and 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 first 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

1-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

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 develop an understanding of the musical development of children and the skills needed to teach them effectively. Particular emphasis on 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 on 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 403 Music Education Student Teaching: Elementary Level

6-F,S

Six- to seven-week placement in a music education setting at the elementary level (grades K–6). Includes a minimum of two weeks with full teaching load responsibilities. Designed for students who have completed all required professional education coursework as per emphasis. Taken concurrently with MED 419. (See HCTEP policy on employment and activities while student teaching.)

MED 404 Music Education Student Teaching: Secondary Level

6-F,S

Six- to seven-week placement in a music education setting at the secondary level (grades 7–12). Includes a minimum of two weeks with full teaching load responsibilities. Designed for students who have completed all required professional education coursework as per emphasis. Taken concurrently with MED 419. (See HCTEP policy on employment and activities while student teaching.)

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. Fulfills General Education Writing-Enriched course requirement. 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. Fulfills General Education Art & Music requirement. Liberal Arts.

MHS 223 History of Rock and Roll and Commercial Music in the U.S.

3-May

An examination of the history of the commercial music industry in America from the start of the commercial music industry to the industry of today, including the musical influence of the commercial song. Beginning with the birth of American popular music in the U.S., explores the development of ragtime, blues, jazz, the crooners, American musical theater, country, Latin, rock and roll, rock, rap, and contemporary Christian 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. Fulfills General Education Art & Music requirement and Writing-Enriched course (with MHS 280, 380). 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. Fulfills General Education Art & Music requirement. Liberal Arts.

MHS 280 Music History & Literature II (Classical–Romantic)

3-F

Development of music from early Classical through Romantic periods. Principles of listening and style analysis, lectures, discussion, and oral presentations. Principles of Christian aesthetic discussed. Fulfills General Education Art & Music requirement and Writing-Enriched course (with MHS 230, 380). 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. Fulfills General Education Art & Music requirement and Writing-Enriched course (with MHS 230, 280). 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 explored in the context of the vocational call. A broad overview of ministry-related fields including parish, educational, cross-cultural and parachurch ministries. Recommended for anyone interested in any form of full-time ministry.

MIN 316 Worship in the Church

3-S21

An introduction to liturgical theology including explorations into the biblical and theological foundations for worship and the sacramental life of the Church. Special emphasis on 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-S21

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

3-S20

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: 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 onsite supervision; focuses on 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

3-S20

A study of the expansion and development of the global Christian movement with emphases on 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-F19

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. Fulfills part of General Education Changing World requirement.

MISS 243 Introduction to Missiological Foundations

4-F20

Introduction to important concepts needed for effective missions ministry. This includes biblical (Old and New Testament) and theological foundations of missions 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 preapproved 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 missions based on the concept of *missio dei* (God's mission). 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-WSP

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 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 gain strong confidence and learn wise diplomacy in sharing Jesus with Muslims in a wide variety of means. This course has a fee. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: 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 firsthand 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. Firsthand 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 East Africa Program course. Prerequisite: 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: INCL 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 African-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 explore the various sociological expressions, their political aspirations and their texts. Special attention is given to various Christian ministries to Muslims in North America. Liberal Arts. Prerequisite: INCL 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. Fulfills General Education Art & Music requirement. Liberal Arts.

MLT 420 Band/Wind Literature

2-F

Examination of the historical development of the wind band genre. Survey of major works from origins through the present. 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

Introduces 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, the cadets should be prepared to receive more complex leadership instruction.

MSL 102/102L Basic Leadership (Course and Lab)

2-S

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, 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, 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, focusing principally on officership and providing an extensive examination of the unique purpose, roles and obligations of commissioned officers. 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, 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. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. Liberal Arts.

MTH 216 Sibelius I: Commercial Notation and Lab

3-S20

A comprehensive approach to the essentials of Sibelius notation software and its applications. Topics include creating professional scores and lead sheets in Sibelius 7.5 for multiple ensembles and musical genres. Students enrolling in this course must have prior experience with formal musical notation. Instructor permission required for non-music majors. This course has a fee.

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 nonfunctional harmony, elementary keyboard skills, and monophonic composition. Liberal Arts. Corequisites: MTH 221 or instructor permission

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. Liberal Arts.

MTH 223 Contemporary Music Theory II

3-S

A comprehensive study of traditional and contemporary music theoretical concepts relevant to students in Music Industry, Worship Arts and other contemporary fields. Topics include lead sheet symbols and

analysis, roman numerals and figured bass through a contemporary lens, voice leading, chromaticism, and types of modulations in popular music. Additionally, students are introduced to the Nashville numbering system and basic song-form analysis. Liberal Arts. Corequisite: MTH 228; Prerequisite: MTH 220

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 nonchromatic harmony with continued development and application of keyboard skills. Liberal Arts. Corequisite: MTH 228 or permission; Prerequisite: 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 regularly apply and demonstrate course skills in improvisational groups. Liberal Arts. Corequisite: MTH 227 or permission of instructor; Prerequisite: MTH 221 or permission of instructor

MTH 315 Contemporary Music Theory III

3-F

In-depth study of jazz-harmony and chordal music theory. Topics include harmonic principles and voice leading in jazz and popular music composition. Introduction to blues techniques. Liberal Arts. Corequisite: MTH 326; Prerequisite: MTH 223

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. Liberal Arts. Corequisite: MTH 326 or permission of instructor; Prerequisite: 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. Liberal Arts. Corequisite: MTH 325 or permission of instructor

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. Liberal Arts. Corequisite: MTH 328; Prerequisite: 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. Liberal Arts. Corequisite: MTH 327 or permission of instructor

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: 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 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. Can be repeated; must be taken for credit in first semester. By permission of instructor. Corequisite: employment as student worker for Live Sound and Recording Services

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: MUS 207

MUS 210 Percussion for Non-Majors

2-S21

A hands-on introduction to drum set and percussion. Students learn how to perform and record on drum set, hand percussion and other accessory percussion. Ideal for students interested in performing, teaching, managing, worship leading, producing or other fields in the area of music.

MUS 219, 220 Foreign Language Diction

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 229 Basic Conducting

2-F&S

Basic conducting, rhythmic development and baton technique; three hours per week. Prerequisite: 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 2 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: 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 2 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 comprises 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 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: 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 hand bells, 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 472 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 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 private piano teachers 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

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.

PHED 115 Personal Health & Wellness

2-WSP

Examines all the dimensions of health and wellness. Emphasis 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 learn strategies that improve lifetime health and wellness. Fulfills General Education Wellness requirement.

PHED 191, 291, 391, 491 Independent Study

1, 2, 3 or 4-WSP

PHED 208 First Aid/CPR/AED

.5-WSP

Basic understanding of lifesaving techniques relative to first aid and cardiopulmonary resuscitation. Taught via instructional videos and practice of several emergency procedures on human participants and manikins per standards established by the American Red Cross.

PHED 228 Lifeguarding

1-WSP

Preventive lifeguarding, basic skills, emergency plans, search and recovery techniques, legal responsibilities, pool operations, and record keeping. Prerequisites: 15 years of age or older, 500 yards of continuous swim, strong swimming skills

PHED 230 Aquatics

2-WSP

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 SRWM 308 unless otherwise approved. Prerequisites: 15 years of age or older, 500 yards of continuous swim, strong swimming skills

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 x95 ST: Advanced Concepts of Personal Training

3-F19

Designed to prepare students with the knowledge, skills and competence to conduct fitness assessments and design exercise programs for various populations. Students gain practical experience related to healthy fitness management programs and learn safety techniques and basic sports nutrition. Prepares students to take the National Council on Strength and Fitness personal trainer exam.

PHIL 191, 291, 391, 491 Independent Study

2,3,4-WSP

Liberal Arts.

PHIL 201 Ethics

3-F&S

An overview of prominent approaches to moral philosophy, such as contractualism, consequentialism and virtue theories. Consideration given to several applied topics, illustrating the strengths and limitations of the theories considered.

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). Liberal Arts.

PHIL 222 Logic and Critical Thinking

3-WSP

Introduction to logic and critical thinking, focusing on the interpretation and logical analysis of ordinary discourse (reasoning stated in regular, non-technical language). Formal and informal logical approaches used to better understand and evaluate arguments. Liberal Arts.

PHIL 231 Topics in Premodern Philosophy

3-F

Examination of specific movements, problems or themes in philosophy before 1450. Repeatable when topics are diverse. Liberal Arts.

PHIL 232 Topics in Modern Philosophy

3-S

Examination of specific movements, problems or themes in philosophy after 1450. Repeatable when topics are diverse. Liberal Arts.

PHIL 235 Feminist Ethics

3-WSP

Introduction to feminist contributions to contemporary ethical thought, including critiques of existing ethical theories, development of alternative ethical systems, and increased philosophical attention to neglected issues of particular interest to feminists, such as oppression or rape. Liberal Arts.

PHIL 237 Just War?

3-WSP

Exploration of the dominant tradition in the ethics of warfare, the Just War tradition. Topics include both the traditional criteria of *jus ad bellum* (just causes for going to war) and *jus in bello* (just behavior within a war) and critics—both pacifist and “realist”—of these criteria. Consideration given to how new technologies and new kinds of conflict

challenge the application of the traditional criteria. Liberal Arts.

PHIL 238 Sexual Ethics

3-WSP

Philosophical analysis of debates in sexual ethics and the philosophy of love, using historical and contemporary readings. Topics discussed may include friendship, flirting, love, monogamy, marriage, homosexuality, pornography and sexual assault. Liberal Arts.

PHIL 240 Medical Ethics

3-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 250 Aesthetics

3-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 of 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

3-WSP

Introductory course in the philosophy of religion. A number of central topics are surveyed with special focus on religious epistemology, the relationship between faith and reason, and the rationality of religious

belief. Also examined are major theistic arguments, the problem of evil, divine attributes, and providence. Liberal Arts.

PHIL 256 The Nature of God

3-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

3–4-WSP

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, equips students for careful normative reflection on public life. Liberal Arts.

PHIL 265 Christianity, Postmodernism and Beyond

3-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

3-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

3-WSP

Examination of specific movements or particular problems in philosophy or themes in the history of ideas. Liberal Arts.

PHIL 303 Organizational Ethics

3-F Module II (Houghton Online)

Focuses on ethical theories and specific moral issues within various organization types: not-for-profit, for-profit and service organizations. Students consider ethics-related personal and organizational decision-making processes and address a variety of topics including strategies for stakeholder and employee relations, marketing, and globalization. Emphasis on issue recognition, analysis and consistency of organizational decision-making and application of ethical principles. Liberal Arts.

PHIL 331 Moral Psychology

3-WSP

Survey of topics at the intersection of psychology and ethics, requiring readings from both philosophers and psychologists. Topics may include moral motivation, moral character, moral development and moral responsibility. Liberal Arts.

PHIL 354 The Problem of Evil

3-WSP

In-depth exploration of philosophical thought on the question of whether and how belief in a good deity is compatible with the great evils we see in the world around us. Students study the history of the topic before turning to its treatment in contemporary philosophy of religion. Liberal Arts.

PHIL 355 Aquinas

3-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

3-WSP

Survey of the rise of Western science from its origins in antiquity to the present, addressing developments in both scientific content and method. Major historical figures considered

include Aristotle, Copernicus, Galileo, Bacon, Descartes and Darwin; the examination of present issues focuses on philosophical and sociological dimensions of scientific practice in our own day: how does science progress, what distinguishes science from non-science, how does the scientific establishment deal with the threat of fraud? Liberal Arts.

PHIL 370 Ethical Theory

3-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 375 Kierkegaard: A Man for All Disciplines

3-WSP

Reading seminar on some key works of the "melancholy Dane," including (for example) "Either/Or," "Fear and Trembling," "The Sickness unto Death," "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

3-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

3-WSP

Seminar examining selected topics in Christian theology 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 are 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: A minimum of 18 hours in philosophy

PHIL 496 Honors in Philosophy

4-S

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. 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. 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 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. Liberal Arts. This course has a fee. Prerequisite: MATH 181 (or MATH 170/171 or 161 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. This course has a fee. Prerequisite: PHYS 151

PHYS 212 Modern Physics

2-F20

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. Liberal Arts.
Prerequisite: PHYS 152

PHYS 215 Statics & Engineering Design

4-F19

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, three laboratory hours each week. Liberal Arts. This course has a fee. Prerequisite: PHYS 151

PHYS 259 Digital Electronics

4-F19

An introduction to digital circuits including Boolean algebra, logic gates, Karnaugh maps, decoders, flip-flops, registers, microcomputers and interface devices. Covers characteristics and operation of digital integrated circuits. Some software tools are explored. Three lecture, three laboratory hours each week. Liberal Arts. This course has a fee. Prerequisite: PHYS 152

PHYS 275 Experimental Physics Laboratory

2-F20

Selected experiments in mechanics, electricity and magnetism, and modern physics. Liberal Arts. This course has a fee. Prerequisite: PHYS 152

PHYS 276 Experimental Physics Laboratory

2-S21

Selected experiments in mechanics, electricity and magnetism, and modern physics. Liberal Arts. This course has a fee. Prerequisite: PHYS 275

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 Advanced Mechanics

3-S21

Newton's Laws and conservation laws 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 are explored. Liberal Arts. Prerequisite: ENGR 221

PHYS 353 Electricity and Magnetism I

4-F19; 3-F20*

An introduction, with applications, to the classical theory of electric and magnetic fields. Begins with an overview of vector calculus for electromagnetic theory and develops Maxwell's equations. Three lecture hours each week. Liberal Arts. Corequisite: MATH 225; Prerequisite: PHYS 152

**This course is being phased out as a 4-credit course and will be offered as a 3-credit course after Fall 2019.*

PHYS 354 Electricity and Magnetism II

4-S20; 3-S21*

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. Liberal Arts. Corequisite: MATH 261 recommended; Prerequisite: PHYS 353

**This course is being phased out as a 4-credit course and will be offered as a 3-credit course after Spring 2020.*

PHYS 355 Thermal Physics

4-S20; 3-S21*

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.
Prerequisites: MATH 241, PHYS 152

**This course is being phased out as a 4–credit course and will be offered as a 3–credit course after Spring 2020.*

PHYS 356 Quantum Mechanics

3-S21

Modern quantum mechanics with an emphasis on matrix methods. Topics include time evolution of wave functions, harmonic oscillators, angular momentum, central potentials, the hydrogen atom and perturbation theory. Liberal Arts. Corequisite: MATH 261 recommended; Prerequisite: MATH 241, PHYS 212

PHYS 371, 372, 373, 374, 375 Physics Project Lab

2-F&S

Participation with a faculty member in an individual research project. Students review relevant literature, contribute to experimental design, develop procedures, collect data, analyze data and compare results to theoretical predictions. Includes reflective student research portfolio and regular presentations. Liberal Arts.

Prerequisites: ENGR 171, MATH 182, PHYS 152

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. Usually involves travel to other laboratories such as Los Alamos National Laboratory or Cornell University. May be

repeated for credit. Liberal Arts. Prerequisite: Instructor permission

PHYS 471 Physics Project Laboratory

1-F19

Participation with a faculty member in an individual research project. May be repeated for credit. Liberal Arts. This course has a fee. Prerequisite: Instructor permission

PHYS 472 Physics Project Laboratory

1-S20

Participation with a faculty member in an individual research project. May be repeated for credit. Liberal Arts. This course has a fee. Prerequisite: Instructor permission

PHYS 482 Senior Capstone: Physics Seminar

1-S; 3-S*

Written and oral presentation of work completed in PHYS 471/472 (for Physics BS or Applied Physics BS) or on a topic of current interest in physics journals (for Physics BA). Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

**This course is being phased out as a 1–credit course. It will be offered for 1 credit in Spring 2020 and thereafter will be a 3–credit course.*

PHYS 496 Honors in Physics

4-WSP

Liberal Arts.

POLS 110 Introduction to Political Opinion

3-WSP

Research, analysis and debate on selected topics in political opinion, including electoral processes; government, industry and the environment; gun control; health care; immigration and border security; domestic and international terrorism and civil liberties; and education oversight, testing and funding. Offered at participating high schools to selected, qualified students. Liberal Arts.

POLS 111 College Introduction to American Government and Politics

3-WSP

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. Liberal Arts.

POLS 191, 291, 391, 491 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

POLS 205 In Search of Justice

3–4-WSP

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. Fulfills half of General Education Social Sciences requirement. Liberal Arts.

POLS 212 Social Science Research Methods

3–4-WSP

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

3–4-WSP

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 230 Introduction to International Relations

3–4-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 and interdependence; and issues such as foreign policy decision-making, causes of war and nuclear arms control. Liberal Arts.

POLS 235 Feminist Ethics

3-WSP

Introduction to feminist contributions to contemporary ethical thought, including critiques of existing ethical theories, development of alternative ethical systems, and increased philosophical attention to neglected issues of particular interest to feminists, such as oppression or rape. Liberal Arts.

POLS 237 Just War?

3-WSP

Exploration of the dominant tradition in the ethics of warfare, the Just War tradition. Topics include both the traditional criteria of *jus ad bellum* (just causes for going to war) and *jus in bello* (just behavior within a war) and critics—both pacifist and “realist”—of these criteria. Consideration given to how new technologies and new kinds of conflict challenge the application of the traditional criteria. Liberal Arts.

POLS 240 Comparing Nations

3–4-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 247 Switzerland: A Case Study in European Politics and Culture

3–4-WSP

General introduction to Switzerland, covering history, politics, literature and culture. Topics considered include Switzerland as a multinational, multilingual and multi-confessional country; Swiss neutrality,

federalism and direct democracy; the country's relation to the European Union; and its experience with immigration. Special attention paid to similarities and differences between Switzerland and the United States. Fulfills part of General Education Changing World requirement. Liberal Arts.

POLS 260 Introduction to Political Thought

3–4-WSP

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, equips students for careful normative reflection on public life. Liberal Arts.

POLS 270 Introduction to Public Policy

3–4-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, healthcare, transportation and housing. Liberal Arts.

POLS 275 Philosophy of Law

3-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.

POLS 295, 395, 495 Special Topics in Political Science

3–4-WSP

According to demand and interest, courses are offered on a range of topics in any area of political science. Liberal Arts.

POLS 325 Executive Power and the Presidency

3–4-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

3–4-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

3–4-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-WSP

Explores issues of peacebuilding 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 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 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 is discussed. Students also discuss the increasing presence of religious diversity. Students 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 345 Community Organization and Development

4-S20

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.

POLS 346 Governance and Development

3–4-WSP

A study of patterns of governance and politics typical of developing countries with an emphasis on relationships between governance and development. Liberal Arts.

POLS 348 Vienna 1900: Politico-Cultural Crisis and Creativity

3–4-WSP

Studies the late 19th-century crisis of faith and reason in turn-of-the-century Vienna, where the Habsburg Empire was crumbling under the pressure of ethnic and national rivalries and competing political ideologies. Across cultural realms—political, literary, philosophical, artistic, musical, architectural, scientific—a remarkable outburst of creativity, by a group of first-rate writers, artists, and thinkers, reveals both the surface refinement and elegance as well as the subterranean turmoil

and decay that mark the *fin de siècle* period. Liberal Arts.

POLS 362 Loyalty

3–4-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

3–4-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

3–4-WSP

An introduction to fundamental political concepts via 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

3–4-WSP

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, 4 credits may be counted toward the major or minor. May be combined with an additional 4 credits for POLS 391. Liberal Arts.

POLS 427 Constitutional Law I: Structures and Powers of Government

3–4-WSP

First half of the constitutional law sequence. Focuses on government structure and powers, including judicial review, separation of powers and federalism. May be taken independently of Constitutional Law II. Liberal Arts.

POLS 428 Constitutional Law II: Civil Rights and Liberties

3–4-WSP

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

3–4-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

3–4-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

3–4-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 for credit. Liberal Arts.

POLS 480 Senior Capstone: Politics Seminar

3–4-WSP

Capstone course of the major in which students integrate concepts, knowledge, skills, methods, approaches and practical experience in politics and government. Student 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

3–4-S

Liberal Arts.

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. Fulfills half of General Education Social Sciences requirement. 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 are 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. 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 to nontraditional families and to events that affect family development including divorce, abuse, alcoholism, mobility, poverty and death. 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: 6 hours in psychology

PSY 306 Psychology of Religion

3-F20

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

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. 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: PSY 309

PSY 312 Advanced Statistics

4-S21

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: 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 318 Psychology of Race and Racism

3-S

Drawing from a social psychological perspective, this course explores racial identity development; the ways racism, racial prejudice and racial biases have led to suffering; and the impact of racialized social institutions on cognition, emotion and behavior. Ultimately, students will be asked to think critically about their own racial development, participation in racialized systems and potential to impact a racialized society. 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-F19

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-S20

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 331 Moral Psychology

3-WSP

Survey of topics at the intersection of psychology and ethics, requiring readings from both philosophers and psychologists. Topics may include moral motivation, moral character, moral development and moral responsibility. Liberal Arts.

PSY 335 Drugs and Behavior

3-S20

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-S21

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-F19

Social cognition is a subdiscipline 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 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 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: 16 credits 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. Prerequisites: PSY 309, 310, 21 credits of psychology

PSY 481 Senior Capstone Seminar I

2-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. Prerequisites: PSY 309, 310, 21 credits of psychology.

PSY 483 Senior Capstone Seminar II

1-Mayterm

Continued informed discussion of significant and contemporary concepts and issues. Includes presentation of an individual research or group project on some aspect of the discipline and completion of a personal portfolio. Required of all senior majors. Liberal Arts. Prerequisites: PSY 309, 310, 21 credits of psychology.

PSY 496 Honors in Psychology

3-S

Liberal Arts.

REC 191, 291, 391, 491 Independent Study

1, 2, 3 or 4-WSP

REC 204 Wilderness Medicine

2-WSP

Helps prepare students to obtain the Wilderness First Aid or Responder certification if they choose. Highly experience-based, covers topics including search and rescue, survival and support, and ACA Swiftwater Rescue. Provides practical experience in responding to outdoor-oriented scenarios.

REC 311 Special Topics

1, 2, 3 or 4-WSP

According to interest and demand, courses are taught relative to various therapeutic approaches to special populations: substance abuse, deviant and antisocial behavior disorders, youth at risk, etc. Prerequisite: REC 222

REC 315 Wilderness First Responder

4-WSP

Semester-long course including 80 hours of backcountry medicine to enable students to handle all types of wilderness emergencies. Students learn patient assessment, treatment and evacuation as well as trip leadership and problem-solving. Emphasis 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 496 Honors in Recreation and Leisure Studies

3-WSP

REL 101 Defining Ourselves, Our Communities and the Cosmos: A Survey of the Major Religious Faiths from the Ancient World to 1500

3-F

Surveys the early history and theology of the major religions practiced in 21st-century cities: Hinduism and Buddhism and the three Abrahamic traditions, Judaism, Christianity and Islam. Explores these religions in various internal contexts—historical, cultural, socio-

political, ethical, communal and personal—with emphasis on the sacred texts of each tradition. Special attention is paid to how Christianity, the animating faith of Houghton College, has impacted the world and how this faith can be helpfully incarnated in a pluralistic culture. Liberal Arts.

REL 102 Defining Ourselves, Our Communities and the Cosmos: A Survey of the Major Religious Faiths from 1500 to the Present

3-S

Traces the intertwining history and developments since 1500 of the major religions practiced in 21st-century cities: Hinduism and Buddhism and the three Abrahamic traditions, Judaism, Christianity and Islam. Because each of these major faith traditions issues a call to love one's neighbor, the course will consider how this call is lived out in modern multi-faith communities in which it is necessary to listen, learn, live and work together. Students are encouraged to develop an appreciation for the role of religion in their lives, communities and the world. Special attention is paid to how Christianity, the animating faith of Houghton College, has impacted the world and how this faith can be helpfully incarnated in a pluralistic culture. Liberal Arts.

REL 215 Islam: An Introduction

3-F19

An introduction to the beliefs and practices of Islam from a Christian perspective. Selected readings in the Qur'an and Hadith provide a foundation for understanding contemporary Muslims, Islam and the different challenges that confront Muslims today. Emphasis on how Christians can thoughtfully engage with Islam and their Muslim neighbors.

REL 221 Eastern Religions

3-S21

Examines the history, beliefs and practices of Hinduism, Buddhism, Daoism and

Confucianism. Special emphasis on the Christian encounter with these faiths. Liberal Arts.

REL 222 New Religious Movements

3-F20

Examines the history, beliefs and practices of Western (e.g., Jehovah's Witnesses, Mormons, Nation of Islam, Wicca) and Eastern new religious movements (e.g., ISKCON, TM, Soka Gakkai, Falun Gong). Special emphasis on the Christian encounter with these traditions. Liberal Arts.

REL 231 Judaism

3-WSP

Examines in critical perspective the history and major beliefs of the Semitic religious traditions (Judaism, Christianity and Islam). Special emphasis on the Christian encounter with Judaism and Islam. Liberal Arts.

REL 260 Introduction to Islamic Foundations

4-WSP

Muhammad's life and writings are the foundations of Islam. The Islamic faith is appraised through a historical and primary source approach in which students will read through the entire Qur'an chronologically and a significant portion of the Hadiths. The students' mastery of Muhammad's life and Quranic vocabulary and a confident grasp of Quranic theology 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

3-WSP

Following the death of Muhammad, issues of theological orthodoxy and governmental orthopraxy flourished in a context of conflict and growth. Students 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

study the wide history of Islamic thought up until the OPEC crisis of 1973–74. Students 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 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 is 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: INCL 260

SOC 101 Introduction to Sociology: The Sociological Imagination

3-WSP

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. Fulfills half of General Education Social Sciences requirement. 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 231 Criminology

3-WSP

Consideration of elements of the criminal justice system. Discussion of dilemma of promoting social order while protecting individual rights. Liberal Arts.

SOC 237 Introduction to Marriage and Family Studies

3-S21

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 lifecycles. Liberal Arts.

SOC 243 Cultural Anthropology

4-F&S

Cultural and social aspects of human behavior; comparison of cultures. Fulfills half of General Education Social Sciences and half of Changing World requirement. Liberal Arts.

SOC 293 East African Anthropology

4-S

Intensive study of East African ethnic—their beliefs, behaviors, work and societies. Lectures, which include foundational anthropological theory as well as ethnic descriptions, are augmented by frequent class discussions; field trips; and interactions (including homestay) with Dorobo, Maasai and other local East African ethnic groups. Sociology, Intercultural Studies elective credit. Houghton East Africa. Liberal Arts.

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-WSP

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 completing PSY 309. Liberal Arts.

SOC 315 Human Ecology

4-S

Integrates knowledge from several disciplines and seeks to combine the social and natural sciences. Theory is interwoven with basic concepts, and emphasis is on how humans view and interact with the natural environment. Themes and topics studied include control, complexity/simplification, sustainability, adaptation, place, mechanization, efficiency/inefficiency, centralization/decentralization, resilience, parks, economies of scale, specialization/diversification, development and poverty. These themes are discussed in relation to five basic human societies: hunting and gathering, pastoral, agricultural, industrial, and global. Collaborative research is

undertaken depending on the opportunity. Houghton East Africa. Fulfills part of General Education Changing World requirement. 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 335 Diversity in the Workplace

3-F (Houghton Online)

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 350 Culture Change and Globalization

4-F20

Globalization is spreading rapidly around the world and is causing significant culture change to all societies from traditional to folk to contemporary. Focusing on historical and current case studies, this course makes students aware of current cultural changes and gives them the theoretical knowledge to understand, empathize with, and assist people who are wrestling with culture change. Fulfills part of General Education Changing World requirement. Pre- or Corequisite: SOC 243. Liberal Arts.

SOC 362 Gender Relations

2-WSP

Introduction to gender relations focusing on gender roles over the lifecycle. 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 begin our discussions by looking at society, its structure and a variety of social contexts. We then examine poverty, worldviews and a continuum of development practices. We 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 are short writing assignments given throughout the course, each designed to help you think through the material presented. There is a final project due at the end of the course. We discuss topics for this project during the first week of class. The last two class days are dedicated to giving presentations based on your final papers. Liberal Arts. Part of Go-Ed semester.

SOC 394 Internship in Family Studies

1–6-F&S

An optional supervised experience in a family studies setting integrating theory with professional practice. By application only through the department. Liberal Arts.

SPAN 101 Spanish Level 1

3-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. Fulfills part of General Education Changing World requirement. Liberal Arts.

SPAN 102 Spanish Level 2

3-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. Fulfills part of General Education Changing World requirement. 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

3-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. Fulfills part of General Education Changing World requirement. Liberal Arts.

SPAN 146 Aspects of Costa Rica: Language, Culture and People

3 or 4-May

(Fulfills SPAN 102) Three-week service-learning experience in Costa Rica hosted in the homes of nationals. Thirty hours of intense language instruction 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. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: SPAN 101 or equivalent

SPAN 246 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.) A three-week service-learning experience in Costa Rica hosted in the homes of nationals. Thirty hours of intense language instruction 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. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: SPAN 102 or equivalent

SPAN 301 Spanish Communication

3-S

Exercises, dialogue, readings, discussions and oral practice improve ability to comprehend and communicate in Spanish. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: SPAN 205 or equivalent or permission

SPAN 307 Hispanic World Cultures

3-S21

Introduces the past and present civilization and culture of Spain and Spanish-American civilization and culture from pre-Columbian times to the present. Fulfills part of General Education Changing World requirement. Prerequisite: SPAN 301 or equivalent or permission. Liberal Arts.

SPAN 308 Survey of Hispanic World Literature

3-S20

An introduction to key literature from Spain and Spanish America. Fulfills part of General Education Changing World requirement. Prerequisite: SPAN 301 or equivalent or permission. Liberal Arts.

SPAN 310 Spanish Conversation and Reading

3-F19

Presents topical or thematic areas of interest related to today's Hispanic World cultures. May be repeated when offered with a different subtitle. Fulfills part of General Education Changing World requirement. Prerequisite: SPAN 301 or equivalent or permission. Liberal Arts.

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.) 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. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: SPAN 205 or equivalent

SPAN 350 Advanced Spanish Grammar and Composition

3-F20

A comprehensive course in structure and usage. May be taken via Study Abroad with advisor's permission. Fulfills part of General Education Changing World requirement. Liberal Arts. Prerequisite: SPAN 301 or equivalent or permission. Liberal Arts.

SPAN 295, 395, 495 Special Topics

1–3-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: SPAN 301 or equivalent 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: Spanish major, instructor permission

SPAN 485 Senior Capstone: Spanish

1-F&S

Final course in the major allowing students to demonstrate mastery of Spanish and integration of their knowledge of related cultures, history, literature and linguistics. Arranged with advisor. May be done as an independent study in conjunction with a lower-level course (particularly for Education

majors) or arranged in conjunction with the Senior Seminar of a second major. Liberal Arts. Prerequisite: Senior, department chair approval

SPAN 496 Honors in Spanish

4-S

Liberal Arts.

SRWM 104 Backpacking

1-WSP

Develops skills and knowledge in backpacking and provides the opportunity for students to enjoy the outdoors. Two weekend overnight backpacking trips take place during the semester.

SRWM 105 Wellness for Life

1-F&S

Examines the many dimensions of wellness. Students participate in assessments of their overall health status and practice the basic principles of setting fitness programs. Includes a combination of lectures, assessments and activity. Fulfills General Education Wellness requirement.

SRWM 109 Highlander Adventure Program

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. Fulfills General Education Wellness requirement.

SRWM 120 Lifetime Sports

1-F&S

Assesses health-related physical fitness components and incorporates prescription components through the venue of lifetime sports. Includes activities such as skiing, canoeing, weight training, tennis and hiking. Fulfills General Education Wellness requirement.

SRWM 123 Canoeing

0.5-F/S

Physical coordination and conditioning; basic skills; appreciation for physical activity and lifetime fitness in Christian life.

SRWM 124 Cross-Country Skiing

0.5-S

Evaluate personal health-related physical fitness components and incorporate exercise prescription. Develop basic skills and an appreciation for physical activity and lifetime fitness in Christian Life.

SRWM 131 Rock Climbing

0.5-S

Physical coordination and conditioning; basic skills; appreciation for physical activity and lifetime fitness in Christian life.

SRWM 220 Adventure Sports

2-Mayterm

Experiential learning through adventure sport(s) activity (backpacking, rock climbing, canoeing, coastal kayaking and/or rafting); teaching experience and leadership development, fitness training; technical skills; personal and spiritual growth; environmental stewardship. Fulfills General Education Wellness Requirement.

SRWM 221 Sport, Recreation and Wellness Management

3-F

Introduction to the primary principles, practices, theories and concepts of sport, recreation and wellness management. Overview of the various career opportunities within these areas.

SRWM 227 Sports Ministry: The Integration of Faith and Sport

3-WSP

Students develop an understanding of the sports culture and learn how the gospel can be effectively communicated within this context. They consider sociological factors, historic developments and the biblical text to build a theological foundation for the practice of sports ministry. Church and parachurch organizations are examined as well as

evangelism and discipleship methodologies. Students practice communication skills within sports ministry settings.

SRWM 229 Outdoor Leadership Training

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.

SRWM 237 Holistic Health

3-WSP

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. Includes a combination of lectures, assessments and activity. Fulfills General Education Wellness requirement.

SRWM 240 Camps and Summer Programs

3-S21

Preparation for management and leadership in camp environments and summer programs. Considers staffing management, retention, burnout, history and philosophical perspectives of the camp movement in the U.S., and various developmental outcomes through participation.

SRWM 241 Recreation and Tourism

2-WSP

Provides an analysis of private, commercial and industrial recreation fields including tourism, focusing on economic impact, marketing strategies, consumer protection and career opportunities.

SRWM 270 Global Sports Culture

3-F/S

Nelson Mandela has suggested that "sport is a force that mobilizes the sentiments of a people in a way that nothing else can." Students examine sport and social change from a global perspective. An introduction to sport as it relates to nationalism & politics,

religion & spirituality, race & racism, disability & advocacy, violence & crime, media & cultural relations, justice & social inequities, and gender & sexuality. How is sport utilized as a tool for good or evil in today's world? Liberal Arts.

SRWM 275 Methods & Administration of Sports Ministry

3-S21

Students evaluate sports ministry strategies within local church, parachurch, missions and educational settings. They review and develop curricula and programs for use within these settings. Students develop communication skills for a sports audience and examine evangelism and discipleship methods.

SRWM 295, 395, 495 Special Topics

1, 2, 3 or 4-WSP

Depending on interest, demand, and faculty availability and expertise, courses are offered to allow students to consider issues and aspects of physical education not covered in other courses.

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 301 Outdoor and Experiential Education

3-S20

Development and use of experiential education instructional techniques as a means of connecting with the natural world. Emphasis on building a basic information base, compiling teaching aids and implementing teaching strategies.

SRWM 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 relates theory to practice through a cooperative learning relationship between the ministry organization, student and advisor.

SRWM 306 Principles of Coaching & Sport Management

3-S20

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.

SRWM 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 given upon satisfactory completion of all requirements. This course has a fee.

SRWM 313 Sports Marketing & Communication

3-WSP

Examines the unique application of marketing within a sporting environment. Topics cover the marketing both of sport and sport products and of non-sport products through sports. Addresses 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 to the effective application of media and public relations and the growing landscape of social media and digital communication in the sport industry.

SRWM 314 Organization & Management of Athletics

3-WSP

Theories, philosophy and systems of management; program development, finance, purchasing and care of equipment, public relations, facility and personnel management, and legal liability.

SRWM 315 Psychosocial Aspects of Sport

3-WSP

Behavioral and cognitive development, learning theories, and the effects of motivation and cultural/societal factors on performance in athletics. Liberal Arts.

SRWM 401 Natural Resource Management

3-F19

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.

SRWM 402 Wilderness Recreation & Management in Alaska

3-WSP

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. Part of Arctic Studies Program.

SRWM 481 Senior Capstone Seminar

2-S

Informed discussion of significant and contemporary concepts and issues and the relationship within liberal arts and the Christian faith. Includes development of an individual research or group project on some

aspect of the discipline. Required for all Sport, Recreation and Wellness Management and Recreation - Equestrian Management & Performance majors.

SRWM 486, 487, 488 Practicum I, II, III

1,1,1-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.

SRWM 489 Internship/Field Placement

3–5-S, Summer

Professional field experience in the area of emphasis; the student relates theory to practice in a cooperative effort between agency, student and advisor. Minimum five-week, 150-hour internship/field placement equals 3 credits. Each additional 50 hours equal 1 additional credit. Permission of instructor required.

SRWM 496 Honors in Sport, Recreation and Wellness

3-WSP

STEM 140 Reason & Abstraction

2-F&S

Explores topics in mathematics, computing or data science with a focus on historical context and/or applications to other disciplines and to real-world problems. Students develop effective mathematical/computational thinking and communication skills through open-ended inquiry and explore how these skills can inform and enrich a Christian life. Cultivates an appreciation for the ways in which reasoning and abstraction contribute to problem solving and emphasizes conceptual understanding rather than computational proficiency. Fulfills General Education Mathematics requirement. Liberal Arts.

STEM 141 Science as a Human Endeavor

2-F&S

An exploration of what science is and how it changed our understanding of who we are and our place in the universe. This question is explored as it relates to a topic of a particular science discipline. One lecture, three lab hours each week. Fulfills half of General Education Natural Sciences requirement. Liberal Arts. This course has a fee.

STEM 142 Science and Society

2-F&S

Study of the interrelationships among science, society and Christianity. Analysis of political and social topics in which science plays a critical role in contemporary life. One lecture, three lab hours each week. Fulfills half of General Education Natural Sciences requirement. Liberal Arts. This course has a fee.

STEM 371 Career Seminar

1-S

Preparation for entrance into a science, technology, engineering or mathematics (STEM) career. Topics to be covered include curricula vitae preparation, interviewing skills, career options and the role of faith in STEM careers. Prerequisite: BIOL 152, CHEM 152, CSCI 336, MATH 182 or PHYS 152

THEL 111 College Christian Apologetics

3-WSP

Examines historical claims and questions raised by the Christian faith. Students 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

3-F&S

Introductory survey of the main beliefs and practices that constitute the Christian tradition. Christianity is approached in a way that overcomes the traditional division between doctrine and practice. Explores the biblical, theological, historical, ethical and spiritually formative aspects of the Christian faith. Aims to help students develop a personal theology and life perspective informed by Christian faith and Christian spirituality. Liberal Arts. Prerequisite for all other THEL courses. IS–Faith Foundation: Theology. Fulfills General Education THEL 209 requirement. Prerequisite: BIBL 101

THEL 210 Theology of Creation

3-F19

Explores the notion of creation from a biblical and theological perspective and examines several contemporary Christian responses to the environmental crisis. Prerequisite: THEL 209

THEL 211 Introduction to Theology

3-F

An introduction to basic concepts of and methods used in theology. Stands on its own as a basic introduction to theology but also prepares students well for further work in systematic theology. Prerequisite: THEL 209

THEL 215 Christian Apologetics

3-WSP

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 are considered. Prerequisite: THEL 209

THEL 221 History of Christianity 1

3-F19

Examines the ancient through medieval development of Christianity in its various contexts. Attention 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 are considered. Liberal Arts. Prerequisite: THEL 209

THEL 222 History of Christianity 2

3-S20

Examines the Reformation and modern development of Christianity in its various contexts. Attention 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 are considered. Liberal Arts. Prerequisite: THEL 209

THEL 230 Building Shalom: Justice, Love and the Christian Life

3-F20

Examines biblical, theological and philosophical ideas related to the practice of justice. Particular attention to the intersection of justice and love in Christian endeavors to address real-life issues. Liberal Arts. Prerequisite: THEL 209

THEL 232 Poverty, Wealth and the Christian Gospel

3-S20

Addresses issues of poverty and wealth through examination of biblical and theological texts with an eye toward faithful Christian responses. Prerequisite: THEL 209

THEL 240 Ethnicity, Race and the Church

3-S21

Using biblical and theological lenses, 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. Prerequisite: THEL 209

THEL 251, 252 Emmanuel Scholars

2-F&S

This is the curricular component of the Emmanuel Scholars program. Students meet weekly for a seminar discussion of important works related to the intersection of the

Christian faith, culture and vocation. Liberal Arts. Prerequisite: THEL 209

THEL 255 Reason and Religious Belief

3-F19

Introductory course in the philosophy of religion. A number of central topics are surveyed with special focus on religious epistemology, the relationship between faith and reason, and the rationality of religious belief. Also examined are major theistic arguments, the problem of evil, divine attributes and providence. Liberal Arts. Prerequisite: THEL 209

THEL 256 The Nature of God

3-S21

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: THEL 209

THEL 265 Christianity, Postmodernism and Beyond

3-WSP

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: 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

3-WSP

Attention 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. Prerequisite: THEL 209

THEL 313 Systematic Theology

3-S

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. Prerequisites: THEL 209, THEL 211

THEL 315 Wesleyan Tradition

3-F19

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: THEL 209

THEL 316 Worship in the Church

3-S21

An introduction to liturgical theology including explorations into the biblical and theological foundations for worship and the sacramental life of the Church. Special emphasis on the task of contextualization in planning worship services and examining the pastoral role in the Church's liturgical life and witness. Prerequisite: THEL 209

THEL 320 Spiritual Formation

3-S20

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 on the role of the classical spiritual disciplines in the formation of character. Liberal Arts. Prerequisite: 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 to European traditions transplanted in the New World and how they developed in the American context and consideration of the indigenous American Christian traditions and the resulting variety of ecclesial configurations. Liberal Arts. Prerequisite: THEL 209

THEL 327 Church, Mission and Culture

3-S

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, shapes the traditional concerns of leadership, Church order and pastoral vocation. Prerequisite: THEL 209

THEL 333 Major Figures in Theology

3-WSP

In-depth study of one or more figures in Christian theology with emphasis on primary source material for examining the theologians in the context of their lives and times. Liberal Arts. Prerequisite: THEL 209

THEL 334 Studies in Theology

3-WSP

Topics of current theological interest. Specific schools of theology, doctrines or theological trends are considered. Liberal Arts. Prerequisite: THEL 209

THEL 337 Theological Foundations of the Family

3-WSP

Study of major conceptual designs for family. Emphasizes 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: THEL 209

THEL 346 Elements of Catholic, Muslim and Orthodox Theology

3-WSP

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. Introduction to Islam with particular attention paid to Christian–Muslim interaction from the 7th century through to modern times and to syncretistic folk religion, the dervish, etc. Houghton

Balkans Semester Program. Prerequisite: THEL 209

THEL 354 The Problem of Evil

3-WSP

In-depth exploration of philosophical thought on the question of whether and how belief in a good deity is compatible with the great evils we see in the world around us. Students study the history of the topic before turning to its treatment in contemporary philosophy of religion. Liberal Arts. Prerequisite: THEL 209

THEL 355 Aquinas

3-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: THEL 209

THEL 368 The Reformation

3-WSP

A survey of the continental, English and Roman Catholic Reformation of the 16th century. Liberal Arts. Prerequisite: THEL 209

THEL 375 Kierkegaard: A Man for All Disciplines

3-WSP

Reading seminar on some key works of the "melancholy Dane," including (for example) "Either/Or," "Fear and Trembling," "The Sickness unto Death," "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: THEL 209

THEL 385 Issues in Philosophical Theology

3-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 are identified each time the course is scheduled. Repeatable when topics are diverse. Liberal Arts. Prerequisite: 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. Prerequisites: CRFM 325, MIN 210 or permission from the Christian Ministries advisor

THEL 482 Senior Capstone: Seminar in Theology

3-S

A senior capstone colloquium required of all students with a major in Theology. Liberal Arts.

THEL 496 Honors in Theology

3–4-S

Liberal Arts.

URMN 212 Urban Ministry

3-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 assess ways in which evangelism and social action are related and 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. Prerequisites: URMN 212 and declaration of minor

URMN 350 The City in Biblical and Theological Perspective

3-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). Prerequisites: URMN 212 and declaration of minor

WRIT 101 Writing in the Liberal Arts

3-F&S

Theme-based seminar course in close reading, critical thinking and the process of engaged writing. Techniques of expression, analysis and response. Fulfills General Education WRIT 101 requirement. 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. Liberal Arts.

WRIT 211 Narrative and Personal Essay

3-S

Study of informal essay based on personal experience. Emphases on descriptive and narrative techniques, craftsmanship, and style. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

WRIT 214 Literary Non-Fiction

3-F

Writing across the range of forms available to the creative non-fiction writer, such as expository and persuasive writing and literary

journalism. Emphasis on craft, personal presence and writing for varied audiences. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

WRIT 216 Print Journalism I

3-F

Principles and techniques of journalism with 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

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. Fulfills General Education Writing-Enriched course requirement.

WRIT 291, 292, 391, 392, 491, 492 Independent Study

1, 2, 3 or 4-WSP

Liberal Arts.

WRIT 301 Fiction

3-F

Techniques of the traditional short story. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

WRIT 302 Poetry

3-S

Techniques of open and closed verse. Liberal Arts.

WRIT 304 Screenwriting

3-WSP

Techniques in writing screenplays. Emphasis on dramatic structure, cinematic rendering, story concept and characterization. Liberal Arts.

WRIT 307 Writing about Spiritual Experience

3-WSP

Disciplines of the spiritual journal, writing and evangelism, the meditative essay, and devotional writing. Fulfills General Education

Writing-Enriched course requirement. Liberal Arts.

WRIT 311 Poetry, Liturgy and Worship

3-WSP

Techniques of poetry dedicated to worship in its several forms. Liberal Arts.

WRIT 312 Writing for Social Change

3-WSP

Study and practice in the various forms of writing dedicated to social awareness and action. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

WRIT 316 Print Journalism II

3-WSP

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: 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; Writing Center theory, practice and research. May fulfill General Education Writing-Enriched course requirement. Liberal Arts.

WRIT 401 Workshop

3-S

Life experience, project and task-centered integrative capstone. Liberal Arts.

WRIT 403 Internship

3-WSP

Opportunities for practical off-campus experience. Workshop alternative with permission of department chair. Liberal Arts.

WRIT 496 Honors in Writing

3-S

Liberal Arts.

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 this service. 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 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)

The Fleming–Farver 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 also visit the [Intercultural Student Programs website](#) to learn more.

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 9 a.m. to 1 p.m. Monday through Friday on class days.

For all fire, ambulance or police emergencies, call 911 first, then call Safety and Security immediately.

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
- Programs to prevent crime
- Enforcement of college policies and the law
- A program of communication with the community
- A coordinated plan to assist with emergencies

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 vehicles immobilized or towed at the owners' expense. All first-year 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 \$50 to \$240 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 prohibited weapons that must be stored in the Safety and Security Office **immediately** upon their arrival on campus. They can then be checked out for appropriate use.

- Any weapon powered by pump action, including BB guns or “air soft” guns
- Any weapon powered by compressed air or CO₂ cartridge including all paintball guns
- Any firearm, including black powder weapons
- Any blowgun or similar weapon
- Any type of bow (archery)
- Any martial arts weapon (i.e., nun chucks, 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 halls. 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 p.m. 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. Motorized vehicles (including but not limited to motorized scooters, electric bicycles, mopeds and hoverboards) are not allowed on college sidewalks or in college buildings. Motorized wheelchairs for those with need are, of course, authorized. 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 and Security Office. Trick riding is only permitted with the prior approval of the Safety and Security Office.
- 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.
- Runners along Routh 19 should be extremely cautious. 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 7:30 a.m. and Communion in the evenings. Morning Prayer is a way of opening the day to God and remembering our shared vocation as academics and Christians.

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.

Among 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 January 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.

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 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 on 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 onsite physician and is open Monday through Friday, 8:30 a.m. to 5 p.m.

Services

Services available at the SHC include access to our nursing staff on a walk-in basis 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 often be accommodated. All onsite nursing and physician services (with the exception of admission physicals) are covered through an annual health and counseling fee. Charges for medications, laboratory testing, radiology, and other ancillary or offsite services are billed to the student's insurance company by the providing facilities, and, therefore, fees for those services 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, local ER/urgent care facilities can be utilized. Directions are available on the health center webpage. Students should remember that they can continue to utilize their primary care doctor's on-call services for advice even while they are away at school. Many insurance companies also have nurse-staffed advice lines for after-hours questions. If questions remain, they 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, ACA-compliant Student Health Insurance Policy available to students who do not have insurance coverage otherwise. The College operates under an "opt out" policy, meaning that students will automatically be 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 SHC staff is available to answer questions and to assist in the filing of claims if needed.

Medical Withdrawal

Medical Withdrawal may be available for students believed to have physical or psychological illness and who need to leave the College because they can no longer make progress academically, their behavior is repeatedly disruptive to those in the community, or they pose a risk to themselves or others.

Medical withdrawal may also be granted to a student withdrawing between semesters or during the summer. Medical withdrawal is intended to enable students to maintain their status as students for purposes of health insurance, income taxation, financial aid or other dependency-related matters. Students on medical withdrawal will not need to complete the full admission paperwork to return to campus. They will, however, need to complete a much shorter *reapplication form* for readmission.

Students can inquire about the medical withdrawal process by consulting with the Counseling Center, Health Center or Student Life office staff.

Immunization Requirements

In keeping with New York State's 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, if a student has not had meningococcal vaccine within five years, a waiver form must be completed 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 left to the discretion of the student's physician based on risk profile. 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 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 by 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.

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 not only entertainment but also to expose the student body, faculty and staff to this style of worship and praise.

Houghton Ballroom and Swing – offers Houghton students the opportunity to gather together to learn different styles of dance, appreciating the art of self-expression and movement. Going dancing with friends has never been so convenient and fun!

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, 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 from 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) – dedicated to training the future leaders of the United States Army as well as 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 decide 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 expansion 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 of 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.

Teachers for Today and Tomorrow – aims 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.

Publications

- *Boulder* (Yearbook)
- *Drawing Board* (Student Comic Publication)
- *The Lanthorn* (Literary/Art publication)
- *Houghton 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.

Robert I. Davidson Distinguished Professor in History and Social Science

The Robert I. Davidson 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.

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 lifelong 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.

Hoselton Chair of Private Enterprise and Ethics

The expressed purpose of the Hoselton Chair of Private Enterprise and Ethics (which rotates among faculty in the Department of Business and Economics) is to stimulate dialog on and off campus about the benefits of a system of private enterprise that is undergirded by a strong biblical and ethical foundation. The Chair holder teaches courses, organizes events, attends conferences, supports student groups, and makes presentations that explain these benefits and the conditions under which they encourage and support social welfare.

Irwin Chair in Engineering

The Irwin Chair in Engineering was established in 2019 through a generous gift from Dr. David Irwin '77 and Dr. Carmela Romano-Irwin to benefit engineering. 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.

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 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.

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.

Current Faculty

The date following the name indicates year of appointment to the Houghton faculty.

Doyin Adenuga (2016)

Electronic Resources Librarian

BS, Obafemi Awolowo University, 1994; MLIS, University of British Columbia, 2013

Laura D. Alexeichik (2011–2012; 2015)

Assistant Professor of Recreation; Chair, Department of Sport, Recreation and Wellness

BS, Houghton College, 2001; MEd, Westminster College, 2008; PhD, Indiana University (2015)

Brandon Bate (2014)

Assistant Professor of Mathematics

BS, Houghton College, 2004; MA, Boston College, 2007; PhD, Rutgers University, 2013

Wendy R. Baxter (2007)

Counselor; Assistant Professor

BA, Houghton College, 1978; MSW, SUNY Buffalo, 1996

Daniel David Black (2016)

Assistant Professor of Vocal Music & Conducting, Director of Choral Activities

BMus, Northwestern University, 2004; MMus, Houghton College, 2008; DMA, University of Arizona-Tucson, 2014

Andrea N. Boon (2006, part-time)

Assistant Professor of Recreation: Equestrian Studies

BS, Houghton College, 2000; MS, SUNY Brockport, 2008

Kathleen Breitigan (2019)

Director of Residence Life and Housing

BS, Houghton College, 2009; MA, Taylor University, 2011

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

Mark Budnik (2019)

Professor of Electrical Engineering; Irwin Chair of Engineering; Electrical Engineering Program Director

BS, University of Illinois, 1990; MS, Purdue University, 1999; DPhil, Purdue University, 2006

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

David Clem

Instructor of Music History

BMus Houghton College, 2005; MM, Houghton College, 2007; MA, University at Buffalo, 2011

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; Dean of Houghton College Online

BA, MPhil, PhD, University of the West Indies, 1997, 1999, 2005

Julian Cook (2018)

Director of Houghton College Bethel AME

BA, Houghton College, 2013; MDiv, Boston University, 2016

Ryann Cooley (2013)

Associate Professor of Digital Media and Photography; Chair, Department of Art

BA, Brooks Institute of Photography, 1993; MFA, School of Visual Arts (New York), 2012

Amanda K. Cox

Assistant Professor of Voice; Director of Lyric Theatre

BMus, Houghton College, 2001; MMus, University of Miami, 2003

Laurie A. Dashnau (2000)

Professor of English and Writing; Director of the Writing Center

BA, Nazareth College, 1987; MA, PhD, Miami University of Ohio, 1989, 1996

Marcus W. Dean (2003)

Professor of Intercultural Studies; Chair, Department of Global Studies; Director of Off-Campus Studies

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; Chair, Department of Biblical Studies, Theology and Philosophy

BA, Indiana Wesleyan University, 1999; MA, Nazarene Theological Seminary, 2002; PhD, Nazarene Theological College University of Manchester, 2012

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

Christian Esh (2018)

Associate Professor of History

BA, Houghton College, 1998; MA, PhD, University of Maryland, 2001, 2006

Constance R. Finney (1981–1986, part-time; 1986)

Professor of Education

BA, Houghton College, 1978; MS, SUNY College at Buffalo, 1981; EdD, SUNY at Buffalo, 1994

Cathy E. Freytag (2003)

Professor of Education; Associate Dean of the Faculty

BS, Carson-Newman College, 1990; MA, University of Alabama, 1991; EdD, University of Central Florida, 2003

Douglas M. Gaerte (1988)

Professor of Communication; Chair, Department of Communication; Faculty Moderator

BS, Grace College, 1983; MA, PhD, Indiana University, 1987, 1995

Heidi Giannini (2018)

Assistant Professor of Philosophy

BA, Houghton College, 2006; MA, PhD, Baylor University, 2008, 2013

John Giannini (2018)

Assistant Professor of Philosophy

BA, Saint Olaf College, 2008; MA, PhD, Baylor University, 2011, 2017

Deanna Hand (2002)

Instructor of Physical Education; Athletic Trainer

BS, University of Pittsburgh, 1998; MS, University of West Florida, 2000

Aaron Harrison (2018)

Assistant Professor of Art

BA, Houghton College, 2001; MFA, Marywood University, 2006

Benjamin Hegeman (2006, part-time)

Assistant Professor of Intercultural Studies

BA, Wilfred Laurier University, 1985; BRS, MDiv, Central Baptist Seminary and College, 1985, 1986; PhD, University of Utrecht, 2000

D. Brandon Hoffman (2006)

Associate Professor of Physics; Chair, Department of Physics, Computer Science and Engineering

BS, Northwest Nazarene University, 2000; PhD, University of California, Davis, 2007

Laura Hopkins (2018)

Assistant Professor of Education

BS, Houghton College, 2004; MEd, Regent University, 2007; PhD, Michigan State University, 2018

Walter Hopkins (2018)

Assistant Professor of Modern Languages

BA, Houghton College, 2004; MA, Middlebury College, 2009

Wei Hu (1997)

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

David M. Huth (2006)

Professor of Visual Communication and Media Arts

BA, Houghton College, 1991; MFA, Rochester Institute of Technology, 2005

Lori L. Huth (2004)

Associate Professor of Creative Writing

BA, Houghton College, 2000; MA, SUNY University at Buffalo, 2001; MFA Goddard College, 2007

Sharon L. Johnson (2004)

Associate Professor of Piano; Coordinator of Collaborative Piano

BMus, MM, University of North Carolina, Greensboro 1983, 1985; DMA, University of Minnesota, 2008

Jill E. Jordan (2009; 2014, part-time)

Assistant Professor of Mathematics

BA, Houghton College, 1999; MA, PhD, Bryn Mawr College, 2002, 2005

J. Michael Jordan (2009 part-time; 2013)

Dean of the Chapel and Assistant Professor

BA, Houghton College, 1999; MDiv, Eastern Baptist Theological Seminary, 2002; PhD, Drew University, 2009

Kevin L. C. Kettinger (2016)

Registrar

BA, Asbury University, 1995; MS, Roberts Wesleyan College, 2002

Hannah Kim (2019)

Assistant Professor of Psychology

BS, Yonsei University, 1992; MA, Yonsei University, 1997; MPhil, PhD, The Graduate Center CUNY, 2013, 2017

David Klooster (2019)

Assistant Professor of Economics and Finance; Associate Director, MBA Program

BA, Calvin College 1989; MBA, Cornerstone University, 2017

Eli J. Knapp (2009)

Associate Professor of Intercultural Studies, Director of East Africa Semester

BS, Houghton College, 2000; MS, University of California-Santa Barbara, 2003; PhD, Colorado State University, 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

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; 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, 2008

Anton Machleder
Assistant Professor of Guitar
DMA, Eastman School of Music

Carrie Magin (2014, part-time; 2015)
Assistant Professor of Composition and Theory
BA, BMA, University of Michigan, 2004; MMus, DMA, University of Cincinnati Conservatory of Music, 2011, 2013

Paul Martino
Professor of Chemistry/Biochemistry
BS, Shepherd University, 1986; PhD, University of Virginia, 1991

Sara Massey (2018)
Assistant Professor of Music Education
BS, Baylor University, 1979; MM, PhD, University of North Carolina at Greensboro, 2010, 2016

Angela McBrearty
Assistant Professor of Flute
DMA, Eastman School of Music

Timothy McGarvey (2017)
Professor of Conducting & Instrumental Music; Director of Instrumental Activities
BS, Taylor University, 1980; MMus, Western Michigan University, 1989; DMA, University of Cincinnati College Conservatory of Music, 1997

Peter C. Meilaender (2001)
Professor of Political Science; Chair, Department of History and Political Science; Director of Humanities
BA, Kenyon College, 1993; MA, PhD, University of Notre Dame, 1997, 1999

Joseph Miller (2019)
Assistant Professor of Business Management and Law, Hoselton Chair of Private Enterprise and Ethics
BS, Liberty University, 2005; JD, Liberty University School of Law, 2008

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, 2016

Nancy L. Murphy (2007; 2010, part-time; 2015)
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 (beginning 2014)
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 (2014–2024)
BA, University of California at Berkeley, 1994; MM, DMA, AD, Peabody Conservatory of Music/Johns Hopkins University, 1995, 1998, 2000

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 Pearce (2004)
Director of the East Meets West Honors Curriculum
BA, University of Wales, 1978; DMS, Polytechnic of Wales, 1981; MPhil, DPhil, Oxford University, 1989, 1992

Änna Pettway (2017)
Assistant Professor of Psychology; Chair, Department of Psychology and Criminal Justice
BA, Spring Arbor University, 2007; MA, PhD, University of Detroit Mercy, 2011, 2014

Victoria Pitre
Adjunct Instructor of Voice, Director of Men's and Women's Choir
BA, Rollins College, 2010; MMus Houghton College, 2017

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

Kimberly Prins Moeller (2017)

Assistant Professor of Voice

BMus, Houghton College, 2005; MA, Montclair State University, 2010; DMA, University of Arizona, 2014

John M. Rhett (1995)

Professor of Art; Chair, Art Department

BFA, MFA, Virginia Commonwealth University, 1979, 1995

Deborah Rice (2017)

Assistant Professor of Management and Business Administration; Chair, Department of Business and Economics

BA, Chadron State College, 1988; MA, Asbury Theological Seminary, 2007; SPHR, Human Resource Certification Institute, 2008; BCC, Center for Credentialing & Education, 2012

Larissa Ries (2014)

Director of the Equestrian Program, Assistant Professor Recreation: Equestrian Studies

BS, Houghton College, 2008; MEd, William Woods University, 2016

Michael Ritter (2018)

Assistant Professor of International Development

BS, Grove City College, 2006; MPH, Emory University, 2008; PhD, Tufts University, 2018

John M. Rowley (2008)

Associate Professor of Chemistry; Director of General Education

BS, Houghton College, 2003; MS, PhD, Cornell University, 2005, 2008

Jesse Sharpe (2019)

Assistant Professor of English

BA, Simpson College, 2004; MS, Drexel University, 2007; PhD, University of St. Andrews, 2012

Robert B. Smalley (1988)

Assistant Professor of Recreation

BS, Houghton College, 1978; MEd, State University of New York at Buffalo, 1985

Marc 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

Aaron M. Sullivan (2004)

Associate Professor of Biology; Chair, Department of Biology

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; 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

A.C. Taylor (2019)

Director of Student Engagement

BMus, Houghton College, 2014; MA, Geneva College, 2016

Alicia Taylor-Austin (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

BS, Houghton College, 1993; PhD, University of Florida, 1999

Rintaro Wada

Instructor of Cello

BMus, Atsugi City, Kanagawa; MMus, Eastman School of Music

Matthew Webb (2018)

Director of Athletics

BA, Bethel University, 1991; MS, Alfred University, 1994; PhD, Regent University, 2008

Jeffrey L. Wiesman (2013)

Associate Professor of Education

BS, Wheaton College, 1993; MA, North Central College, 2002; EDD, Aurora University, 2007

Rebecca Williams (2015)

Assistant Professor of Biology

BEd, BSc (H), BSc (G), University of Windsor, 2008; PhD, University of Windsor, 2014

James M. Wolfe (1988)

Professor of Biology

BA, Gordon College, 1975; MS, University of Oklahoma, 1978; PhD, University of Rhode Island, 1988

Dustin Woodard

Assistant Professor of Percussion

BMus, California State University, Northridge, 2011; MMus, Houghton College, 2013

Rebekah B. Johnson Yates (2009)

Associate Professor of Mathematics; Chair, Department of Mathematics

BS, Wheaton College, 2003; MA, PhD, University of Montana, 2006, 2009

Ryan Yates (2017)

Assistant Professor of Computer Science and Data Science

BS, Wheaton College, 2003; MS, University of Rochester; PhD, University of Rochester, 2019

Jo-Anne O. Young (1985, part-time)

Assistant Professor of Recreation: Equestrian Studies; Equestrian Program Director Emeritus

BS, Houghton College, 1969; MA, Salem International University, 2005

Paul D. Young (1980)

Professor of Psychology; Dean of the Faculty

BS, Houghton College, 1976; MA, PhD, University of Alberta, 1978, 1984

Alison Young Reusser (2019)

Assistant Professor of Psychology

BA, Houghton College, 2007; MA, Ohio State University, 2010; PhD, Ohio State University, 2014

Mark E. Yuly (2000)

Professor of Physics; Associate Dean for the Natural Sciences and Mathematics

BS, Northwest Nazarene College, 1987; PhD, Massachusetts Institute of Technology, 1993

Emeriti Faculty

Richard J. Alderman (1971–1991)

Director of Admissions and Records; Executive Director of Alumni

BA, Houghton College, 1952; MS, Alfred University, 1960

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

Kenneth J. Bates (1989–2017)

Associate Professor of Business; Chair, Department of Business and Economics; Senior Professional in Human Resources

BS, Houghton College, 1971; MBA, Loyola College, 1980

Gary Baxter (1979–1982 part-time; 1982; 2017 part-time)

Professor of Art

BA, SUNY College at Geneseo, 1983; MFA, Rochester Institute of Technology, 1985

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

Larry W. Christensen (1969–2006)

Professor of Chemistry

BA, Goshen College, 1965; PhD, Purdue University, 1969

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

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

William R. Doezema (1979–2016, part-time; 2017–2018, part-time)

Professor of History

AB, Calvin College, 1969; MA, PhD, Kent State University, 1974, 1978

Carlton D. Fisher (1985; 2017, part-time)

Professor of Philosophy

BA, Marion College, 1974; MA, Western Kentucky University, 1978; MA, PhD, University of Notre Dame, 1980, 1984

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 University, 1968, 1972; MTS, Gordon-Conwell Theological Seminary, 1970; Staatliche Hochschule fuer Musik, Cologne, W. Germany, 1972–1973; PhD, Michigan State University, 1995

Richard A. Halberg (1975–2013)

Professor of Business Administration; Certified Financial Planner

BA, Houghton College, 1971; MBA, University of Akron, 1976

Irmgard K. Howard (1970–1993, part-time; 1993–2010; 2011–2015, 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

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

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

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

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, University of NC at Greensboro, 1972, 1976

Linda Mills Woolsey (1999, part-time; 2004)

Professor of English

BA, Houghton College, 1974; MA, SUNY Binghamton, 1976; PhD, Drew University, 1989

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

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

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

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, University of Pennsylvania, 1965

Richard C. Pocock (1959–1995)

Professor of Mathematics

BA, Houghton College, 1955; MS, Syracuse University, 1959; EdD, Columbia University, 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 and 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

John F. Van Wicklin (1983)

Professor of Psychology

BS, Wheaton College, 1968; MA, Columbia University, 1971; PhD, New School for Social Research, 1981

J. Michael Walters (1995–2015)

Professor of Christian Ministries; Director of Ministerial Education; Associate Dean of Religion and Global Service; Chair of Biblical Studies, Theology and Philosophy

BA, Circleville Bible College, 1972; BA, Houghton College, 1986; MAR, Asbury Theological Seminary, 1974; MA, St. Mary's University, 1980; DMin, Trinity Evangelical Divinity School, 1991

Lois Jane Wilt (1968–1988)

Assistant Professor of Music

BMus, Houghton College, 1946; MA, Western Reserve University, 1947

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

Retired Faculty

A. Cameron Airhart (1987)

Professor of History; Dean of Houghton College Buffalo, Symphony Circle and Hope House

BA, Northwest Nazarene College, 1976; MA, PhD, University of California (Santa Barbara), 1979, 1985

Coenraad Bakker (1997–2002)

Associate Professor of Computer Science

BS, Parsons College, 1965; MS, University of Rochester, 1970

Robert A. Black (1991)

Professor of Economics; Hoselton Chair (2014–2017)

BA, West Virginia Wesleyan College, 1972; MA, PhD, West Virginia University, 1979, 1984

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

David Kinman (2008)

Associate Professor of Spanish; Chair, Department of Global Studies

BA, Geneva College, 1973; MA, Indiana University of PA, 1977

Ellen E. Kreckman (1975–1998)

Cataloger and Catalog Coordinator

BA, Houghton College, 1959; MSLS, Syracuse University, 1961

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

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