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General Information

- 2026-2027 University Calendar
- About Houghton
- Contact information
  - Address: 1 Willard Ave, Houghton, NY, 14744
  - Phone: 1.800.777.2556

Mission

Houghton University provides an academically challenging Christ-centered education in the liberal arts and sciences to students from diverse traditions and economic backgrounds and equips them to lead and labor as scholar-servants in a changing world.

Philosophy

Houghton University, 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 not only 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 God calls them to serve.

To be prepared to serve effectively, a Houghton graduate must develop 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. To communicate Christianity effectively to others, their reasoned faith

must rest on sufficient knowledge of the Bible and its central doctrines. Their lives will translate that knowledge into the daily circumstances of a worshipping and learning community.

To achieve its ideals, Houghton University 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 through assertions known as 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 universities, 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.

Houghton University Doctrinal Statement (Approved by the Board of Trustees)

- *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 "A Vision of Our Common Life." 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 two times a week (Monday and Friday).

Location

Houghton University's 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 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.

History

The institution was established in 1883 as a seminary (high school) under the Wesleyan Methodist Connection. Coeducational from its founding, Houghton operated as a secondary school for its first 15 years. The institution has been committed from its conception to making a high-quality, deeply Christian education available to those who would not otherwise have this kind of opportunity. This commitment is grounded in the conviction that God has gifted each individual in ways that ought to be developed for the purpose of more effectively participating in God's redemptive purposes throughout the world. Thus, affordability, accessibility, and global engagement—as well as high quality and deeply Christian faith—have been consistent trademarks of a Houghton education throughout our history.

Beginning in 1899, a few college classes were offered—sufficient to allow the college department's first diploma to be awarded in 1901. Early principals of the school were Wesleyan Methodist pastors willing to accept the job. In 1908, Houghton acquired its first academically trained president, James S. Luckey, who served until his death in 1937.

President Luckey believed that if Houghton College was to have the impact God intended, it needed to be recognized within the larger world of American higher education. Thanks in large part to President Luckey's persistent efforts, Houghton College received its provisional charter from New York State in 1923 and awarded its first 19 baccalaureate degrees two years later. A permanent charter was granted in 1927, followed by full accreditation by the Middle States Association of Schools and Colleges in 1935.

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 moved the focus of its work in Erie County from the former Buffalo Bible Institute site in West Seneca to various locations within the city of Buffalo. With these teaching sites, as well as a growing presence through Houghton Online, Houghton College continued to expand its efforts to make a high-quality, deeply Christian education available to those of all ages who would not otherwise have this opportunity.

In 2022, the New York State Board of Regents approved the name change and updated the charter for the institution to become Houghton University. Today, Houghton University offers multiple avenues for individuals to access Christ-centered higher education. Throughout its history, Houghton has affirmed that an education grounded in a deep sense of our identity as God's children and a commitment to excellence in critical thinking, communication, and community formation is the very best preparation for a lifetime of effectiveness and impact in the everchanging circumstances of the 21st-century.

Academic Standing and Regulations

Houghton University 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 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 University Teacher Education Program (HUTEP) is accredited by two accrediting bodies: the Association for Advancing Quality in Educator Preparation (AAQEP), and the Association of Christian Schools International (ACSI). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator-preparation programs offered by Houghton University are considered to be continuously accredited for the purposes of meeting the New York State requirement that all such programs maintain continuous accreditation. The most recent Quality Assurance Review was completed in Spring 2021. The HUTEP is a member in good standing of the AAQEP and is currently working toward reaccreditation of its educator-preparation programs under the AAQEP standards; the program will be undergoing review for reaccreditation in Spring 2028.

Additionally, the Global Commission for the Association of Christian Schools International (ACSI) Accrediting body has approved the Houghton University Teacher Education Program for ACSI's Higher Education Accreditation as of July 2026. This accreditation enables interested students to seek certification to teach at various levels in Christian schools upon graduation. The accreditation term extends through June 30, 2036, with a follow-up visit scheduled during the 2026—2027 academic year.

Consortiums

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

- Christian College Consortium
- Council for Christian Colleges and Universities (CCCU)
- Academ Online Course Sharing Consortium
- Western New York Consortium of Higher Education
- Four College Consortium
    - Houghton is part of an ongoing consortium relationship with three other colleges and universities serving the northern tip of Appalachia: St. Bonaventure University, Alfred University, 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 public and private colleges in the area 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, Finger Lakes Community College, Genesee Community College, Houghton University, Keuka College, Monroe Community College, Nazareth University, Roberts Wesleyan University, Rochester Institute of Technology, St. John

Fisher University, SUNY Alfred, SUNY Brockport, SUNY Geneseo, and the University of Rochester. For further information, contact the Registrar's Office.

Policy Information

- Army ROTC
- Family Educational Rights and Privacy Act (FERPA)
- Crime Statistics Reporting
- Title IX and Related Compliance: Safety and Equity at Houghton University

Administrative Staff

Name	Title
Heather Arnold	Director of Graduate Admission and Strategic Partnerships
Hannah Bailey	Counselor and Assistant Director for Student Success
Joshua Bailey	Director of Outdoor Adventure and Recreation; Townhouse Resident Director
Austin Beauregard	Head Track & Field Coach
Jeremy Bialek	Head Men's Basketball Coach
Mark Corbin	Head Men's Volleyball Coach
Carlton Campbell	Assistant Director of Technical Arts
Benjamin Campbell	Director of Campus Recreation; Head Disc Golf Coach
Lukas Carls	Network Administrator
Caleb Choate	Director of Alumni Engagement
Leslie Crouch	Assistant Athletic Trainer
Rebecca Crouch	Director of Conferences and Event Services
Tammy Dunmire	Director of Online and Concurrent Education
Kari Elliott	Head Cross Country Coach
Danae Forrest	Controller
Phyllis Gaerte	Senior Director of Alumni and Community Engagement
Katie Govan	Assistant Director of Admission
Kurtis Habecker	Director of Data Quality and Reporting
Patrick Hager	Director of Career & Calling
Don Haingray	Director of Technology Services
Scott Hallman	Dean of Spiritual Life, Campus Pastor
Deanna Hand	Senior Associate Director of Athletics for Internal Operations
Danielle Heffernan	Head Women's Volleyball Coach
Charles Howard	Mental Health Counselor
Olivia Kincanon	Head Softball Coach
Jay Livingston	Associate Director of Technology Services
Marianne Loper	Director of Student Financial Services
H. "Skip" Lord	National Director of Athletics Engagement

Michelle Miller	Associate Director of Employee Engagement
Jason Mucher	Associate Director of Athletics for Compliance and Communications
Morgan Neno	Assistant Director of Housing; Resident Director – Women's Area
Daniel Noyes	Regional Director of Development
Teresa O'Connor	Mental Health Counselor
Heléna Oden	Director of the Highlander Shop
John Oden	Executive Director of Advancement Services and Operations
Brian O'Gorman	Director of Safety and Security
Hannah Ogden	Head Field Hockey Coach
Esther Pellegrino	Head Women's Soccer Coach
Phillip Pellegrino	Head Women's Basketball Coach
Tanya Perkins	Director of Student Engagement
Ely Personius	Assistant Athletic Trainer
Nicholas Pettit	Assistant Baseball Coach; Sports Information Coordinator
Chad Plymale	Facilities Manager
Brian Reitnour	Head Baseball Coach; Assistant Sports Information Director
Scott Reitnour	Head Men's Soccer Coach; Assistant Athletic Director of Sports ministry
Susanna Roorbach	Associate Registrar
Elizabeth Rutledge-Aikens	Associate Director for Admission Events and Office Operations
Joseph Schunemann	Resident Director – Men's Area
Mark Shepard	Regional Director of Development
Nancy Stanley	Associate Director of Human Resources
Jeremy Templeton	Network Engineer
Austin Walden	Head Athletic Trainer
Josiah Wiedenheft	Senior Administrative Systems Programmer
Amanda Zambrano	Director of Marketing & Communications

Buildings and Facilities

Campus map and building and facilities information can be found on the Campus Map & Directions page of the Houghton University website.

Trustees and Officers

Board of Trustees

Name	City, State
Joseph Jennings '86 (Chair)	Eden, NY
Matthew D. Pickering '93 (Vice Chair)	Big Flats, NY
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Gregory McClain	Buffalo, NY
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Coreena Weaver '84	Liverpool, NY
Mrs. Aimee (Bontempo '89) Wuethrich	Gillett, PA
Jim Dunn, *Ex Officio*	McCordsville, IN

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- Shirley Mullen, President Emerita
- David Babb, Trustee Emeritus
- Evelyn (Lyn) Barnett, Trustee Emerita
- Robert Davidson, Trustee Emeritus
- Gary Larder, Trustee Emeritus
- C. David Markle, Trustee Emeritus
- Bobbie Strand, Board Chair Emerita
- David White, Trustee Emeritus

President's Advisory Board

Name	**City, State**
Reginald Burt	Williamsville, NY
Adam Compton '89	Muscle Shoals, AL
Janyce Dale Smithley '79	Houghton, NY
Melissa Fisher '90	Bloomfield Hills, MI
Ryan Ozzello '21	Rochester, NY

Rosario “Roz” Picardo '03	Beavercreek, OH
Jeffrey Prinsell '75	Marietta, GA
Gordon "Don" Purdy '89	Buffalo, NY
James Rogan II '83	Tell City, IN
Stephen Sawanda	Zionsville, IN
Jeffrey Thompson '01	East Aurora, NY
Robert Van Dyk '75	Ridgewood, NJ
Richard Vienne '84	Orchard Park, NY
Marc Williams '10	Clarence, NY

Chief Officers of Administration [Executive Leadership Cabinet]

Name	Title
Wayne D. Lewis, Jr.	President
Rebecca Arnold	Interim Vice President of Enrollment
Greg Bish	Vice President for Institutional Effectiveness; Chief of Staff
Bill Burrichter	Vice President for Student Life
Karl Sisson	Vice President for Advancement and External Engagement
Matthew Webb	Director of Athletics
Dale Wright	Vice President for Finance
Amanda Zambrano	Director of Marketing and Communication
Joshua Ziefle	Provost

Admission Information

General Information

Houghton University admits students who demonstrate ability to contribute to and benefit from Houghton’s Christ-centered academic community.

Nondiscrimination

Houghton University 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 University 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 University will be granted one of the following admission decisions upon completion of their application file: admission, admission with support, waitlist, or denial of admission. Students admitted with support are reviewed by the admission committee, a cross-section of campus representatives from student life, academic support services, and faculty.

Admission with support refers to resources assigned to facilitate transition to the rigors of university 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 grade point average (GPA) benchmark by a set date (after either the first semester or the 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 regarding whom more information is required before offering an official decision. Students can improve their standing on the waitlist by following guidance from admission staff members. Initial waitlist decisions are made once the candidate has shown initiative by following through on guidance from the Office of Admission.

Students not initially eligible for admission are encouraged to pursue higher education at another institution and reapply as transfer students. Students may appeal a denial of admission by contacting their admission counselor and following their guidance. An appeal does not guarantee a different outcome but is intended for students to provide additional information not included in their first application.

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. All students are required to submit the application as well as a personal essay and transcript(s). Houghton is a test-optional school, and students have the freedom to choose whether or not to submit standardized test scores.

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) score. They may also submit a Scholastic Assessment Test (SAT) of the College Entrance Examination Board, American College Testing exam (ACT), Duolingo English Test (DET), or Classic Learning Test (CLT) score, in lieu of the TOEFL or IELTS.

Houghton University accepts The Common Application in addition to our own online application. Links to both are available on the Office of Admission's website: https://www.houghton.edu/admission.

Application Deadlines

The Office of Admission responds to applications on a rolling basis beginning on July 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.

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 offer, 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

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:
    - signing up for a payment plan and making the first payment,
    - presenting evidence of an approved loan sufficient to cover the balance, or

- otherwise demonstrating sufficient funding for the 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 the deposit may be required prior to the student's approval to register for courses, receive campus housing, and 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 is free; there is no cost to apply.

Music Majors

Music majors must complete additional questions on their admission application and audition for The Greatbatch School of Music.

Honors at Houghton Admission

Upon admission to Houghton University, 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. Candidates must attend an interview. International applicants are encouraged to interview in person but have the opportunity to interview virtually.

Admission decisions for Honors at Houghton are made upon completion of the 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 one of the selective James S. Luckey scholarships.

For further information, please contact the Office of Admission 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 university:

- 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

Applicants are not required to submit a college entrance examination as part of the application. However, applicants seeking consideration for additional opportunities listed below should plan to submit a college entrance examination:

- International application (excludes Canadians) – students may take the TOEFL or IELTS
- The Lake Erie College of Osteopathic Medicine (LECOM) or University at Buffalo (UB) pharmacy programs

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

The Office of Admission has a policy of "super-scoring" test scores, if submitted, 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, ACT, and CLT websites, respectively.

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

International Students

Application requirements for international students can be found on the Office of Admission website. All international applicants must submit an Affidavit of Financial Support as part of the admission and financial aid process.

Students who attended a high school in which English was not the primary language of instruction must demonstrate English proficiency. Students may submit a score from the TOEFL, the IELTS, Duolingo, or the SAT. 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 all other factors are acceptable. An IELTS score of 6.5 or higher, a Duolingo score of 105 or higher, or an SAT Evidence-Based Reading and Writing score of 500 or higher will also be accepted.

In unique cases in which access to a standardized test is not possible, the admission committee reserves the right to evaluate international applicants based on student-specific circumstances.

High School Equivalency

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 (TASC). Students seeking dual-enrollment during their senior year of high school should consult the Office of Admission and Student Financial Services. 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 Board Advanced Placement (AP) tests. The current list of approved tests and applications of credit is available on the Registrar's Office webpage.

Inquiry concerning these tests should be made to the applicant's high school guidance office or the AP program of the College 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 the Registrar's Office Academic Information webpage.

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 University within the past 12 months may submit a reapplication form to have their original application for admission reactivated. If more than 12 months have passed since the most recent application, students seeking admission may need to begin a new application.

In both cases, any transcripts must be sent to the University. The reapplication form is accessible on the Admission website.

Students who matriculated at Houghton University, withdrew for any reason, and wish to return must submit the Request to Return form and ensure that the University receives transcripts for any college work taken in the interim. Approval to return is granted upon consent from campus stakeholders and receipt of any new information submitted since the student left Houghton, such as academic coursework completed elsewhere. The Request to Return form is accessible on the Admission website.

Homeschooled Students

Houghton University welcomes applications from homeschooled students.

Houghton considers each homeschooled applicant individually and holistically and does not state a preference for any one curriculum or homeschool approach over another. 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 9–12-grade years. The Admission webpage features a sample curricular template and other useful information for homeschool families. Although Houghton is a test-optional school, homeschool families that engage in a nongraded approach may be asked to submit standardized test scores.

While the Office of Admission may admit a homeschooled student regardless of external secondary-completion credentials, certain Ability to Benefit documentation must be provided to be eligible for federal and/or New York State aid. Contact the Office of Admission to discuss these 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 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 Ability to Benefit 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 guest student application form online. Similarly, high school (and homeschool) students who wish to take a class prior to graduating from high school must complete the early college application form. High school students must have completed their sophomore year to take a class at the University. Certain other stipulations and restrictions may apply; please contact the Office of Admission for further details.

Dual Enrollment

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

Policy for Students Working Towards an Associate Degree While in High School

High school students are welcomed and encouraged to take Houghton University coursework (offered through dual enrollment/early college online/on campus) once they have completed their sophomore year. High achieving students who have the flexibility to take enough coursework to earn an associate degree may do so. These students must formally apply to Houghton University and be accepted after they complete 30 credit hours of University coursework. After acceptance, the University will assign an academic advisor, who

will support the student in selecting coursework to satisfy the requirements of the associate degree. A high school diploma, or equivalent, must be awarded before an associate degree can be conferred by the University.

Transfer Admission Information

A transfer student is defined as any student who, subsequent to secondary completion, has enrolled as a full-time college student, or attempted at least 12 credit hours at a postsecondary institution. In exceptional circumstances, there may be special considerations for homeschooled or high school students who have enrolled in college coursework as part of their curriculum and graduation requirements.

Transfer students are welcome at Houghton with preference given to individuals who present a GPA of 3.00 or higher. Transfer students are expected to reside initially in University housing, unless commuting from a family home or at least 24 years old.

To be considered for admission, transfer students must submit a personal essay and official transcripts from all colleges or universities 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 credits at Houghton and earn at least 50% of their major credits at Houghton to graduate with a Houghton degree.

Transfer courses with a grade of C- or better 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 credits 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 at a regionally accredited community college or a Bible college accredited by the Association for Biblical Higher Education.

University officials, in consultation with relevant school deans, 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 University, fulfill Houghton University requirements. To request a transfer credit evaluation, a student should contact the Office of Admission.

Grades from other colleges and universities will not be considered in the GPA calculation.

Latin honors are awarded for bachelor-level degrees only. At least 62 credit hours must be earned 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, a student must be a main campus student, full-time in the spring semester, and a May graduate and must have earned a minimum of 90 Houghton University credits.

Undergraduate Students with Less Than a Full Year of College Credit

For transfer 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 University.

Undergraduate Transfer Students with a Full Year of College Credit

Transfer 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 credits) below to complete their General Education requirements *or* doing a course-by-course assessment of what they have taken previously.

Credits	Courses	Notes

	Biblical and Theological Studies	
9	BIBL 101 Biblical Literature THEL 209 Introduction to Christianity Additional BIBL *or* THEL course	
	Abstract and Quantitative Reasoning	
2–4	*Select one of the following:* STEM 140 Reason and Abstraction MATH 181 Calculus I MATH course numbered 160 or higher	
	Natural Science	
4	STEM 141 Science as a Human Endeavor STEM 142 Science and Society	*Entire category met by completing science major or minor, 16 credits of lab science courses, or BIOL 207*
	Writing	
3	Writing-Enriched Course *(chosen from the following*): BADM 319 Marketing Research and Analytics BADM 481 Strategic Management BIBL/THEL 486 Senior Capstone in Bible and Theology BIOL 482 Senior Capstone: Senior Seminar CHEM 335 Biochemistry II Lab CHEM 361 Physical Chemistry I CRJ 480 Senior Capstone 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 MATH 482 Senior Capstone: Mathematics Seminar MED 419 Student Teaching Seminar MHS 230/280 Music History & Literature I/II PHYS 482 Senior Capstone: Physics Seminar PSY 480 Senior Capstone Seminar in Psychology SRWM 481 Senior Capstone Seminar WRIT 211 Narrative and Personal Essay WRIT 214 Literary Non-Fiction WRIT 217 Professional Writing WRIT 218 Writing about Literature and Culture WRIT 301 Writing Fiction WRIT 307 Writing about Spiritual Experience WRIT 311 Poetry, Liturgy, and Worship WRIT 312 Writing for Social Change WRIT 318 Travel Writing WRIT 320 Special Topics: Feature Writing	[+]*Music History and Literature 1 and 2 must both be taken to fulfill the Writing-Enriched requirement.*

	WRIT 325 Writing Reviews	
	Integrated Humanities	
6	*Two of the following:* HUM 101 The Ancient and Medieval World HUM 102 The Early-Modern World HUM 201 The Modern World	
	First Year Seminar	
0	INTS 102 First Year Seminar	
	Social Science	
3	*Select one of the following:* COMM 205 Introduction to Communication Theory COMM 214 Introduction to Mass Media ECON 210 Principles of Microeconomics ECON 211 Principles of Macroeconomics GBS/SOC 243 Cultural Anthropology‡ POLS 205 In Search of Justice PSY 111 Introduction to Psychology SOC 101 Introduction to Sociology	‡*GBS/SOC 243 meets either Social Science or Global Competence requirement, not both.*
	Global Competence	
2–4	*Select one course in a world language or in the study of the contemporary global world from the following*:* Any SPAN/FREN/GERM/HEBR/GREK language course 3–4-credit language course taken while studying abroad ART/COMM 275 Photo Documentary and Cultural Studies^ ANTH/SOC 315 Human Ecology EDUC 240 Teaching in Urban America (for Education majors and minors only) ENGL 361 Contemporary World Literature ENST 201 Environment and Society GBS 201 Introduction to Global Studies GBS/SOC 243 Cultural Anthropology‡ HUM 150, 151 Independent Language Learning I & II HUM 210 Introduction to Global Humanities INCL 210 Intercultural Competencies INCL/BADM 343 Multicultural Teams and Leadership INCL/MISS 361 Engaging the Muslim World LING 220 Introduction to Linguistics LING 312 Sociolinguistics MHS 256 Music and Global Cultures in Christian Perspective‡ MISS 242 Missions and the Global Church POLS 230 Introduction to International Relations	‡*GBS/SOC 243 meets either Social Science or Global Competence requirement, not both.* ^*ART/COMM 275 meets either Art and Music or Global Competence requirement, not both.*

	POLS/HIST/HUM 247 Switzerland: A Case Study in European Politics and Culture SOC/INCL/ANTH 350 Culture Change and Globalization **Students who demonstrate native or full professional proficiency of a language other than English will be exempt from ½ of the global competence requirement.*	
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 credits in at least seven of the nine areas of writing, literature, foreign language, social science, philosophy, fine arts, history, math, and science need only take INTS 102 First Year Seminar, Biblical Literature, Introduction to Christianity, and a 3-credit elective in Bible or Theology (9 credits total) to complete their General Education requirements.

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 First Year Seminar (INTS 102) 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 University 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 University has developed a central guide to sources of consumer information. These disclosures, which are available at the Consumer Information Disclosure webpage, 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 on 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 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 a Houghton education is affordable. Houghton University distributes aid in compliance with all federal, state, and institutional policies and procedures. All students are urged to consult the aid counselors about particular funding-related situations. This is especially true for students considering participation in consortium or study-abroad opportunities.

Student Financial Services Office

The mission of the Student Financial Services Office is to provide excellent service for 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 students and their parents as well as our colleagues. We hope this information helps give students and parents insight into the functions of the Student Financial Services Office at Houghton University.

Tuition and Fees

Information about tuition and fees can be found at: https://www.houghton.edu/undergraduate/tuition-aid/; all prices are subject to change.

General Information and Policies

- Student Financial Services Office 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 University, thoughtful, generous, responsible human beings are developed—people with open minds, deep faith, and compassionate hearts who will make a positive impact on the world, whether by going on a mission trip, creating environmentally sound technologies, or conducting business with skill and integrity.

The Student Financial Services Office is committed to the needs of students and their parents and recognize that higher education is a significant and personal investment and a major concern for most families. Financial aid staff understand your concerns and will work to make this process as easy as possible.

The goal of the Student Financial Services Office is to make an education at Houghton University affordable for all students. Although the full need of every student cannot be met, every way possible is used to coordinate adequate resources, combining the various types of financial aid available to enable students and families to invest in higher education at Houghton University.

Canadians and 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 University must submit a FAFSA. Priority consideration is given to students whose applications are received by February 1. For example, students attending in the 2027-2028 academic year may submit a FAFSA beginning October 2026, and priority will be given to applications received by March 2027.

Houghton University uses the federal methodology formula to determine financial need. The Student Aid Index (SAI), 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 University 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 University, One Willard Avenue, Houghton, NY 14744 (phone: 585.567.9328 | email: sfso@houghton.edu | web: www.houghton.edu/sfso).

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

Refund Policy

Houghton University'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 University 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 for a future term must send a written 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 Pell Grants, and Federal SEOG.

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

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 University or to the appropriate federal or state aid programs. Students receiving federal aid who change enrollment status or withdraw from the University will have federal aid adjusted in accordance with formulas prescribed by the Federal Title IV program.

Students who withdraw from Houghton University 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 the intent to withdraw; for a student who leaves without notifying the institution, the midpoint of the term is used as the withdrawal date. The refund charts for semesters and sessions 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 meal plan 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 University.

Fall/Spring Tuition, Room, and Meal Plan Refund:	
Before 1st 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 Sessions:	
First Two Days	100%
Remainder of Week 1 (Days 3–7)	75%
Week 2	50%
Week 3 and after	0%

Note: The 8-week Session refund chart applies only to students enrolled in one (1) session for the semester.

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 PLUS Loans; Federal Pell Grants; Federal SEOG; other Title IV assistance; other federal sources of aid; other state, private, and institutional aid; and, lastly, cash payments.

The following outlines the policy in greater detail.

Funds Returned

Houghton University 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 credits 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 University 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 University 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 for 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 or university, 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 credits attempted and credits completed. Grades from the other institution will not be considered in the GPA calculation (some exceptions may apply, e.g., CCCU and special consortium arrangements).

Change of Major

In the event of a change of major, the credits 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 credits attempted for satisfactory academic progress purposes (even if they do not count in GPA calculations). Any incomplete courses are counted as credits 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 University 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.

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 University each academic year, it is imperative that required paperwork and funding be secured by certain deadlines.

The first step in applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov. The application is available beginning October 1 of the preceding year and is expected to be submitted by February 15. Students applying for the 2027–2028 academic year may submit a FAFSA beginning October 2026, and priority will be given to applications received by March 2027.

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.

Award letters from outside scholarship organizations should be submitted to Student Financial Services as soon as they are available, preferably by May 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 University.

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://studentaid.gov/. Federal direct loans may 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 Self-Service and ensure that the billing statement accurately reflects intended enrollment.

Student Accounts: Students (and parents, if granted access*) may view real-time account activity and billing statements via the Student Account Center (SAC) at https://mycollegepaymentplan.com/houghton. Students will log in with their Houghton University credentials. 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.*

To grant access to a parent or other authorized user, students should log in to the SAC, go to "Add an Authorized Party," 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 in the first weeks of July and are due by the second 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 https://mycollegepaymentplan.com/houghton, 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. Students may also check their Financial Validation status in 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 University 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 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 or receive diplomas (if applicable). Students with delinquent balances at the end of a semester may be withdrawn from the University, transferred to noncurrent status, and charged a 1.5%- or $2.00-per-month finance charge, whichever is greater. 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.

Veterans Benefits

General Information

Houghton University welcomes military veterans and their families to our community. We have a long tradition of commitment to and support of our armed services. Through our Yellow Ribbon School status and designation as a Military Friendly School, Houghton continues to seek opportunities to serve our military students and their families with the highest level of care.

Tuition Benefits

Houghton University is approved by the New York State division of Veterans Affairs for the training of veterans. Houghton University also participates in the Yellow Ribbon Program for students receiving educational assistance under the Post-9/11 GI Bill.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits while payment to the institution is pending from the VA. Houghton University will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, the student must meet all other Financial Validation requirements and produce the Certificate of Eligibility by the first day of class.

Please note, only courses that satisfy requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file and courses certified should be checked. If a student takes a course that does not fulfill a program requirement, it cannot be certified or paid for with VA benefits.

Additional information is available in the Student Financial Services Office.

Researching your State and Federal Benefits

State: See if you qualify for any state Veterans educational benefits. Visit the New York State Department of Veterans' Services webpage for information about the New York State Veterans Tuition Award (NYSVTA).

Federal: Contact the Veterans Administration to find out what benefits you qualify for under your military service contract, or visit the Department of Veterans Affairs website. Many veterans qualify for more than one type of benefit, so you need to determine which benefit would help you best achieve your educational goals. To do this, you can use the Benefits Comparison Tool at the Department of Veterans Affairs website, or call them at 1-888-GIBILL-1 (1-888-442-4551) from 7:00 a.m. to 7:00 p.m. Central time Monday through Friday. Additional questions can be directed to Student Financial Services at SFSO@houghton.edu or 585-567-9328.

Local Veterans Hospitals and Medical Facilities

VA Wellsville Clinic (21 miles) 607-664-4660
VA Olean Clinic (27 miles) 716-373-770
VA Medical Center - Batavia NY (40 miles) 585-297-1000
VA Medical Center - Bath NY (41 miles) 607-664-4000
Veterans Hospital - Buffalo NY (49 miles) 716-834-9200
VA Outpatient Clinic - Rochester NY (52 miles)

Local Veterans Support Services

Allegany County Veterans Service Agency (13 miles) 585-268-9387
Wyoming County Veterans Services (19 miles) 585-786-8860

Academic Information

General Information

Provost

The Provost is the chief academic officer at Houghton. Questions concerning academic policy should be directed to the Provost. The Provost's Office is located on the main floor of the Luckey Building.

Associate Provost

The Associate Provost supports the work of the Provost by providing leadership to teaching faculty in advising, assessment and evaluation, budgetary and curricular matters, and research. The Associate Provost 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, and transcripts, and maintains records of Houghton University grades and transcripts for a minimum of 7 years. The Registrar's Office is located in the lower level of Fancher.

Faculty

The faculty of the institution includes all full-time teaching faculty and individuals classified as nonteaching 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, and adjunct and interim teachers.

Degrees Offered

Houghton University 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 Fine Arts (BFA), Bachelor of Science (BS), Bachelor of Music (BMus), Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS).

Courses of Instruction

Course Numbering System

- **100-level courses:**
  - typically taken the first year
  - do not typically give major or minor credit
- **200- and 300-level courses:**
  - typically taken the sophomore or junior year
  - required minimum level for major credit
  - foundational courses for majors and minors
  - build upon one or more foundational courses in the same discipline or represent advanced General Education
- **400-level courses:**
  - typically taken late in the curriculum
  - build upon two or more lower-numbered courses in the same discipline
  - generally have smaller class sizes
  - seminar style, discussion-oriented, or collaborative-style pedagogy
- **500-level courses:**
  - reserved for graduate-level studies

- **600-level courses:**
  - reserved for graduate-level studies

Host Departments or Administrative Areas, Course Prefixes, and Areas of Study

Department or Administrative Area	Prefix	Description
Department of Art and Design	ART	art
Department of Biology	BIOL	biology
	BIOCHM	biochemistry
	EXS	exercise 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)
	MEDU	graduate education (teaching)
Department of English and Writing	ENGL	English and literature
	WRIT	writing
Department of History, Politics & Philosophy, and Global Studies	ANTH	anthropology
	ENST	environmental studies
	FREN	French
	GBS	global studies
	GERM	German
	HIST	history
	IDEV	international development
	INCL	intercultural studies
	LING	linguistics
	PHIL	philosophy

	POLS	political science
	POPH	politics and philosophy
	SPAN	Spanish
Interdisciplinary Studies	HUM	humanities
	INDS	interdisciplinary studies
	INTS	integrative studies
	MSL	military studies and leadership
	STEM	science, technology, engineering, and math
Department of Mathematics	MATH	mathematics
Greatbatch School of 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)
	PERF	performance
	WSP	worship arts
Department of Physics, Computer Science, and Engineering	CSCI	computer science
	DSCI	data science
	PHYS	physics
Department of Psychology and Criminal Justice	CRJ	criminal justice
	PSY	psychology
	SOC	sociology
Department of Bible and Theology	BIBL	Bible
	CRFM	Christian formation

	GREK	Greek
	HEBR	Hebrew
	MIN	ministry
	MISS	missions
	REL	religion
	THEL	theology
Department of Sport, Recreation, and Wellness	EQST	equestrian studies
	PHED	physical education
	SRWM	sport, recreation, and wellness management
Student Life	CLLS	university life and leadership studies

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

Undergraduate Transfer Student Admission

See Transfer Admission Information and Undergraduate Transfer Credit Guidelines for more information.

Religious Observances

In compliance with New York State Education Law, Houghton University 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 credits. However, some special limitations and conditions apply:

1. A student admitted under **"light-load"** provision is not permitted to take more than 14 credits in a semester. (Note: Highlander Adventure [2 credits] will appear on the fall transcript but does not count against load limits.) Additionally, if the student is required to take CLLS 102: College Study Methods (1 credit) and CLLS 103: College Study Methods Lab (1 credit), the student may be permitted to enroll in a maximum of 15 credits in their first semester.
2. A student on **academic probation** is not permitted to take more than 15 credits in a semester. Any other student in good standing may take up to 17 credits. However, students on **academic guidance** who wish to take 16 or 17 credits 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 instructions 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 Self-Service or by submitting 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 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 and summer courses have different dates for adding, dropping, and withdrawing. Review the calendar of Important Dates on the Registrar’s Office website for an accurate listing. **Students are not officially added/dropped/withdrawn from a course until they have completed the add/drop or course withdrawal form online 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.)

Waitlists

Waitlists are available to students during course registration. When seats open in courses, students are notified of the opportunity to register.

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.

Online Attendance

Students are expected to attend their online classes and are required to confirm their enrollment in the course by logging into Moodle. Any student who has not logged in to confirm enrollment three days after the “add” period ends will automatically be dropped from the course. Attendance for any week of an online course is defined as any observable engagement with course material during the week, including posting in a discussion forum, submitting an assignment, taking a quiz or test, or participating in a live session. This standard is used to determine all attendance issues, including but not limited to reports of never having attended, reports of last date attended, and final grades of F in the course due to lack of attendance. Professors are required to record online attendance each week in Moodle and to report students who are absent for two consecutive weeks to the Director of Houghton Online. The Director also checks on attendance during the first week of classes and the week before it is no longer possible to withdraw without failing a course. Beyond this minimum, each instructor will state any additional expectations in the course syllabus, which is available at the start of each course. If a student is determined to be failing due to attendance, the instructor may request that the Registrar’s Office withdraw the student from the course. Students can also be administratively withdrawn by the Director if they have not been engaged for two weeks or longer with their online course.

Policy on Awarding Credit Hours through Coursework

Academic credit is granted by Houghton University 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 University 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 *minimum* 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 University, 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.

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/concentration 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.

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 Provost's Office. Written (email is acceptable) approval by the faculty member being asked to move an exam should be forwarded to the Provost's Office and copied to the relevant school dean(s).

Grading System

A literal system is used in the grading of University 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. Half-semester and summer courses have different dates for adding, dropping, and withdrawing. Review the calendar of Important Dates on the Registrar's Office website for an accurate listing.
- **I-Incomplete.** A temporary grade to be made up within five weeks of the close of the semester (the last day of final exams); see Incomplete Grade Policy.
- **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 submit the NR grade to the Registrar's Office. 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.

Incomplete Grade Policy

An incomplete grade is a temporary grade that may be assigned under extraordinary circumstances, such as illness, emergencies, or events beyond the student's control. Students are eligible to request an incomplete grade if they have satisfactorily completed at least three-quarters of the course requirements and will develop a plan outlining the remaining coursework, in consultation with their instructor. Instructors are not expected to be available beyond the end of the semester, except for grading submitted work. Incomplete grade requests must be submitted to the Registrar's Office by the time final grades are due. Incomplete grades should be resolved within five weeks of the close of the semester (the last day of final exams). At the five-week mark, the final grade will be entered based on work completed and graded up to that point.

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 University may take up to 4 credits per semester, but no more than 12 credits cumulatively, of Satisfactory/D/Fail (S/D/F) 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 credits 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 University 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 school dean 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 school dean, go to the next step.
3. The student may appeal the decision to the Provost's Office in writing within 10 working days of the previous step. The Associate Provost (or the Provost's designee) shall investigate carefully and render a decision, which shall be final. If the decision is to reconsider the grade, the following will occur:
   - The Associate Provost shall, within 10 days, form a panel of uninvolved, tenured faculty from the instructor's department. (From a designated pool, the Associate Provost, 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

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

Courses taken off campus under Houghton University Affiliated Opportunities are considered work taken at Houghton University. 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 to repeat courses in which they earned D+ or lower. In such cases, the higher grade will count in GPA calculations, but the course credits 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 University is a prerequisite for participating in University 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 credits 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 credits in the first semester at Houghton or b.) sufficient credits 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 credits 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 credits) and not to part-time students. Student membership (as opposed to leadership) in other student clubs is exempted from this policy except as outlined in the bullets above. Some campus leadership positions require a cumulative GPA higher 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 University's main campus are exempted from this policy. Eligibility lists for continued participation in University activities are reviewed by the Registrar's Office and/or appropriate University 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.

Policy on Online Courses

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 must be approved by the dean of the relevant area, the Provost's Office, and the registrar. Residency requirements remain in effect for residential students. Financial aid will be adjusted for students dropping from full-time to less than full-time status.

Houghton University 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.

NC-SARA Student Complaint Procedure

Houghton University operates its distance education programs under the approval of NC-SARA (National Council for State Authorization Reciprocity Agreements). This agreement unites participating U.S. states, districts, and territories under a common framework for regulating distance education and helping ensure clear, consistent standards for students engaged in online learning beyond their home state.
SARA guarantees that students enrolled in distance education programs offered by participating institutions have a clear and accessible process for submitting consumer protection complaints. The agreement focuses primarily on issues involving institutional misrepresentation, fraud, or other deceptive practices. Note that complaints regarding grades and general student conduct issues are not governed by this SARA distance education complaint process.

Student Complaint Process

Houghton University seeks to ensure that all student complaints are handled in a manner that is fair, equitable and transparent. Students with a complaint relating to grades or the academic process are advised to follow the procedures listed in the **Grade Grievance** Policy (also listed in the University Catalog) regardless of your state of residency.

Per NC-SARA guidelines, "Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution." More information about SARA student complaints is available on the NC-SARA website. Students with complaints outside of the academic process that are specifically related to NC-SARA policies, within the last two years, may be directed to Dr. Joshua Ziefle, Provost (joshua.ziefle@houghton.edu).

For complaints not resolved at the institutional level, a student may file an appeal in one of the following ways (dependent on their state residence):

New York State Residents – Student Complaint Contact Information

For New York State residents seeking to file a complaint against a higher education institution, follow the appropriate procedures to ensure your concerns are addressed effectively.

1. **Attempt Resolution at the Institutional Level:** Complaints relating to grades or the academic process are advised to follow the procedures listed in the **Grade Grievance** Policy.
2. Students with complaints not resolved at the institutional level who have followed all grievance procedures and protocols defined by the University, and reside in the state of New York, have the right to file a complaint with the NYS Office of College and University Evaluation. The contact information can be found on the New York State Education Department website.

NC-SARA Member Out-Of-State Student Complaint Contact Information

For students based outside of New York State seeking to file a complaint against a higher education institution, follow the appropriate procedures to ensure your concerns are addressed effectively.

1. **Attempt Resolution at the Institutional Level:** Complaints relating to grades or the academic process are advised to follow the procedures listed in the **Grade Grievance** Policy.
2. If all grievance procedures have been followed, all avenues of appeal exhausted and documentation provided that such procedures have been exhausted and the matter remains unresolved, then students who reside in a SARA member state outside of New York have the right to file a complaint with the NYS Office of College and University Evaluation.

   NC-SARA State Portal Contact: Andrea Richards
   Supervisor of Higher Education Programs
   New York State Education Department
   89 Washington Avenue
   Albany, NY 12234
   518.474.1551
   IHEauthorize@nysed.gov

Non-SARA Member Out-Of-State Student Complaint Contact Information

Students not residing in a SARA member state who seek to file a complaint against a higher education institution should follow the appropriate procedures to ensure their concerns are addressed effectively.

1. **Attempt Resolution at the Institutional Level:** Complaints relating to grades or the academic process are advised to follow the procedures listed in the **Grade Grievance** Policy.
2. Students with complaints not resolved at the institutional level who have followed all grievance procedures and protocols defined by the University, and do not reside in a SARA member state, may seek advisement from the appropriate office in the student's state of residence.

Undergraduates Taking Graduate Coursework

Houghton undergraduate students may take up to nine total credit hours of Houghton graduate coursework while in their undergraduate program. Only junior and senior level undergraduate students with a 3.0 grade point average or higher (or advisor recommendation) may take graduate coursework. Exceptions must be approved by the program director.

Billing Policy: Houghton University allows two graduate courses (six total credit hours) to be taken at the undergraduate rate for eligible students who comply with the following requirements:

- The student must first be simultaneously enrolled in at least 12 credit hours of undergraduate coursework.
- The courses may be taken during the fall and spring semesters only, during the junior and/or senior years.
- Financial aid (including grants, scholarships, and loans) will only be available during these semesters if the student is simultaneously enrolled in at least 12 credit hours of undergraduate coursework.
- The student will be charged the undergraduate rate for coursework up to 18 credit hours (if combined undergraduate and graduate coursework exceeds 18 credit hours in any semester, the undergraduate overload rate will apply).

Eligible students may take an additional three credit hours of graduate coursework for a total of nine credit hours. The graduate rate will be charged for the final three credit hours. Please contact Student Financial Services with any billing and/or financial aid questions related to this process.

Academic Integrity Policy

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- 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. Plagiarism: 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. Facilitating Academic Dishonesty: 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.
3. Fabrication: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, unauthorized use of artificial intelligence (AI), etc.
4. Cheating: Cheating includes, but is not limited to, the use of unauthorized notes, study aids, or non-approved sources for an examination, submission of another person's work to meet course requirements, submitting identical or similar papers for credit in more than one course without prior permission from the course instructor, unauthorized collaboration.

Types of Incidents

Warning: The faculty member believes that this student did not intentionally engage in academic dishonesty in this class, and may have been unclear as to how their actions applied to this policy. The faculty response is educative in nature, which includes meeting with the student, and may or may not include lowering or assigning a failing grade to the assignment, or exam involved. A warning is reported by the faculty member to the Associate Provost for comprehensive record keeping; however, a warning is not noted on a student's official academic record.

Singular Incident: The faculty member believes and has evidence that the student intentionally engaged in academic dishonesty in a particular class. Based on the severity of the offense, the faculty member may choose to lower or assign a failing grade to the assignment or exam involved. The incident is reported by the faculty member to the Associate Provost for comprehensive record keeping, and is noted on a student's official academic record.

Multiple Incidents: The faculty member believes and has evidence that the student intentionally engaged in academic dishonesty. If the repeated offense occurs in the same course, the faculty member may choose not only to fail the student on the assignment, but also fail the student in the course. If a student is found to engage in academic dishonesty across two or more courses during their academic career at Houghton, in

addition to a failing grade on the assignment, and/or in the course, the student may be dismissed from the University for repeatedly not upholding academic integrity. A repeated incident is reported by the faculty member to the Associate Provost for comprehensive record keeping. All cases beyond the first incident will be reviewed by the Academic Integrity Committee.

Note: If a student is already on disciplinary probation, any offense may result in suspension or dismissal by the Dean of Students. Unauthorized use of university computing equipment, facilities, or computer software may also be considered grounds for disciplinary probation, suspension, or dismissal from the University.

Roles and Responsibilities

Faculty members: Faculty members who believe that a student has not upheld this academic integrity policy, regardless of type of offense, are to:

1. Meet with the student to review concerns, evidence, and further actions, and
2. Report all incidents to the Associate Provost for comprehensive record keeping, using the Academic Integrity Incident Report Form.

Associate Provost: The Associate Provost will ensure that an appropriate record is kept. Students engaged in a singular or multiple offense of intentional dishonesty will receive a letter from the Associate Provost and Academic Integrity Committee communicating the documentation of this incident on their academic record.

Students: Upon receiving notification from a faculty member that they have violated the University Academic Integrity Policy, the student will meet with the faculty member to review the evidence and discuss the consequences. Students have the right to appeal a decision that results in the documentation of an incident of academic dishonesty on their academic record, following the appeal process below.

Academic Integrity Committee: The academic integrity committee will meet as needed:

- To review the case of a student reported as having multiple offenses (student identification redacted);
- To review any student appeals;
- To review annual academic integrity violation data (annually), and to review and revise policy as needed.

Appeal Process

Students have a right to appeal a decision of the Associate Provost and the Academic Integrity Committee. Should a student wish to appeal, the student must submit a formal letter of appeal to the Provost's Office within 10 business days of receiving the original decision letter. Business days refer to days when University offices are open. An appeal letter must include: a clear understanding of the original decision, a justification for the appeal of this decision, and evidence to support this justification. The letter of appeal may be received via email or hard copy. The Provost will review the appeal, request a meeting with the student if needed, and provide a final decision in writing to the student within 10 business days. The decision of the Provost is final and not subject to further appeal.

Academic Advising

Effective student advising contributes to a productive and successful University 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 school dean 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. A student who falls short of a requirement, misses a deadline, or otherwise does not meet a University obligation will not be excused on the basis of "nobody told me." Students are responsible for managing their academic careers. Failure to pay attention to policies and deadlines often leads to easily avoidable academic difficulties. Contact the Registrar's Office or the Academic Support and Accessibility Services Office 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 encouraged to work closely with their advisors.

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 (i.e., change of grade, incomplete grade submitted), a student may request an updated review by contacting the Associate Provost.

An undergraduate student whose cumulative GPA for Houghton University coursework falls below the following academic benchmark at the conclusion of a semester is considered in serious academic difficulty and is placed on academic probation. The following academic benchmark is used (credits earned include transfer credits):

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

While on probation, the student is required to meet with their advisor to develop a plan for academic improvement. It is recommended that the student continue to meet with their advisor once every 4 weeks throughout the semester they are on probation for academic support and monitoring. A student on probation is limited to 15 credit hours in the following semester.

After one semester on probation, if a student has not yet reached the academic benchmark outlined above, they may be placed on Probation 2. While on Probation 2, students are again required to meet with their advisor and will now be limited to 12 credit hours in the following semester.

Academic Dismissal

An undergraduate student is eligible for academic dismissal if the student meets the criteria for probation two semesters in a row.

A student may provide a written petition to not be dismissed. The written petition will be followed by a meeting with members of the Academic Guidance and Probation committee and/or the Associate Provost. At this meeting the student will be asked to justify their plan for academic success. If successful in this petition, the student will be given one final semester on Academic Probation 3, to meet the required benchmark. While on Probation 3, students are again required to meet with their advisor and will now be limited to 12 credit hours in the following semester.

Any student dismissed from the University for academic reasons may petition the Admission Committee for readmission. The case will be carefully studied to see if there is 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 at the University.

Scholastic Honors

President's List – Recognizes undergraduate students who complete a minimum of 12 credits with a semester GPA of 4.0*

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

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

*no Incomplete, Not Recorded, or failing grades allowed

Graduation Honors

Latin honors are awarded for bachelor-level degrees only. The faculty will select for Latin honors undergraduate students of outstanding scholarship. 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 or universities must complete 62 credits at Houghton University to be eligible for Latin honors.** 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 must have earned a minimum of 90 Houghton University 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 major GPA of at least 3.4 (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 credits maximum during a semester) up to a maximum of 12 credits 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 University 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 responsibility shared between the academic department and the selected field agency. **Students must be enrolled in their internships prior to beginning the experience.** They should enroll for 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.

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 University catalog. Course approval and registration for tutorial courses shall be made in advance of the instructor's assigning any tutorial work for credit. Concurrence is required by the advisor, instructor, and school dean with approval from the Provost's Office. 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 school dean. 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.

Students entering Houghton who wish to take a Mayterm course will be billed the appropriate tuition for any course they might elect to take. Exceptions include INTS 155: Science Honors II, EDUC 240: Teaching in Urban America (when required of Education and Music Education majors), and required summer internships. Students participating in these specific courses will not be charged additional tuition in May as long as the Mayterm hours do not exceed the 36 credit hour allowance for the academic year. Students in Science Honors, EDUC 240, and required summer internships should work with their advisors to reserve enough credits during the preceding fall and spring semesters so that they can include the Mayterm credits within the 36 allotted credits for the year. Current policies related to summer internships continue to apply.

Students matriculating in Fall 2024 and forward are eligible to receive the Inspire Grant, which will allow them to complete an international experience, off-campus research, experiential learning opportunity, or select internship tuition-free. This one-time grant will cover the cost of tuition for up to (4) credit hours for a three-week course in May after students have completed at least one full year of study at Houghton University.

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 associate degree 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 Provost'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 the University

Any student in good standing is entitled to an honorable withdrawal at any time. A student desiring to withdraw from the University (or one who does not plan to return the following semester) must submit a Withdraw from the University form (found on the Registrar's Office webpage) and/or set up a meeting with the Academic Support and Accessibility Services Office. The student will be contacted and given instruction on next steps, including securing signatures from the Academic Support and Accessibility Services Office, the student's advisor, the Student Financial Services Office, and the Student Life Office. The form must be properly completed and filed with the Academic Support and Accessibility Services Office (August–May) or the Office of Student Life (June and July) before the student leaves campus. Withdrawal from the University without accomplishing the above procedure will result in forfeiture of the right to an 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.

Academic Support and Accessibility Services

Houghton University offers learning support for students through the Academic Support and Accessibility Services Office. Any student may come to the Academic Support and Accessibility Services Office 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 Associate

Director of Academic Support and Accessibility Services 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 Associate Director of Academic Support and Accessibility Services (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 the Academic Support and Accessibility Services Office 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 (follow 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 at the Registrar's Office and on their webpage.

Graduate Student Policies

Greatbatch School of Music Graduate Programs

Greatbatch School of Music Graduate Students should consult the Greatbatch School of Music Graduate Bulletin.

Other Graduate Programs

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.

A maximum of six* graduate credit hours taken not more than five years before matriculation into a master's degree program at Houghton may be accepted, if the subjects are integral to the student's program of study and if the student received a grade of B- or higher. All transfer credit and any exceptions must be approved by the director of the program.

*Houghton University's undergraduates are able to take up to nine graduate credit hours during their undergraduate program. All nine will be allowed to transfer to an applicable graduate program using the above criteria.

Load Limit Policy

No graduate student may take more than 13 credit hours in a semester without prior approval from the program director.

Repeating a Course

Students can only repeat courses in which they received grades lower than a B-. When a course is repeated, only the higher grade will count in the calculation of the cumulative grade point average. The hours count only once. Both courses and both grades remain on the transcript with an indication of which course is counted. Repeating a course may influence a student's financial aid.

Good Standing

Education: Graduate students in Education must maintain a cumulative grade point average of 3.0 throughout the program and receive grades of B- or higher.

Business: Graduate students in Business must maintain a cumulative grade point average of 3.0 or higher and receive grades of B- or higher. Both the semester and cumulative grade point averages can affect one's standing.

Music: A graduate music students in good standing must maintain a cumulative grade point average of 3.0. Both the semester and cumulative grade point averages can affect one's standing.

Academic Probation

A student whose cumulative grade point average drops below 3.0 is automatically placed on academic probation and will be subject to dismissal from the program if the grade point average continues below 3.0 for a second semester. Students placed on academic probation must submit a letter to the Guidance and Probation Committee prior to the start of the next semester providing strategies for improvement.

Dual-counting

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.

Maximum Time to Complete

Graduate students must complete their program within five years.

International Students

Citizens of countries other than the United States and Canada have different application requirements. These students must complete the Financial Declaration and Financial Affidavit and be approved before submitting an application to the graduate program.

Students from non-English-speaking countries must take the Test of English as a Foreign Language (TOEFL). A paper-based TOEFL score of 600 or computer-based score of 250 or internet-based score of 100 is required for admission to the graduate program. Houghton's TOEFL code is 2299. Information on the TOEFL is available on the web at: www.ets.org/toefl/.

Requirements

Graduation

A student must complete at least one major. Candidates for BA, BFA, and BS degrees must complete 124 semester hours. Candidates for the BMus must complete 128 semester hours. No more than 8 hours of Lyric Theatre may count toward graduation. No more than 8 hours of ROTC may count toward graduation unless the student is completing the Military Leadership minor. No more than 8 hours of Equestrian Studies may count toward graduation unless the student is completing the Sport, Recreation, and Wellness Management major with an Equestrian Studies concentration or an Equestrian 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 C– 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 Policies section.

Graduation/Conferral Dates

Houghton University has three official graduation/conferral dates:

- May Commencement

- Last Friday in August
- Last Friday in December

Commencement Participation

Students may only participate in one commencement ceremony per degree. May and August graduates are only eligible to participate in the Commencement of the year in which they graduate. December graduates may choose to participate in the May Commencement immediately before or after the December in which they graduate.

Residency Requirements

A student must complete at least 30 credit hours, one-half of the credit hours in a major, and 18 of the last 24 credit hours through 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 University or elsewhere, may earn a second baccalaureate degree by completing all Houghton University degree requirements and earning at least 30 credit hours in residence at Houghton University subsequent to the awarding of the first degree. If the first degree was granted by Houghton University, the second degree *must* be a different degree/discipline, e.g., a BS earned subsequent to a BA in a different discipline. 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 credit 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 University career. 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 University 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 University require the following minimum percentages of a degree to be classified as liberal arts:

- AA must be ¾ liberal arts.
- AAS must be ⅓ liberal arts.
- AS must be ½ liberal arts.
- BA must be ¾ liberal arts.
- BS must be ½ liberal arts.
- BFA and BMus must be ¼ 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 (MA) and Master of Music (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 Arts in Teaching (MAT) and 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 Houghton University Department of Education webpage.

Master of Business Administration (MBA)

A candidate for a master's degree in Business Administration may choose an optional concentration 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 appropriate school dean. The BA degree requires a minimum of 93 liberal arts credits and a total of 124 credit hours.

Bachelor of Science (BS)

A candidate for the BS degree selects a major, and that choice must be approved by the appropriate school dean. The BS degree requires a minimum of 62 liberal arts credits and a total of 124 credit hours.

Bachelor of Fine Arts (BFA)

A candidate for the BFA degree selects a major, and that choice must be approved by the appropriate school dean. The BFA degree requires a minimum of 31 liberal arts credits and a total of 124 credit 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, and that choice must be approved by the Dean of the Greatbatch School of Music. The BMus degree requires a minimum of 32 liberal arts credits and a total of 128 credit 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 credit hours, including at least 18 of the last 24, must be earned through Houghton University. The specific qualifications for earning the AA degree are outlined below.

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

1. A total of 62 semester credit hours, 47 of which must be liberal arts
2. 40 hours of General Education courses
    - Required courses: In each category, students must earn at least the minimum number of credits and may count up to the maximum towards the 40 credit hours of required General Education credits.
        - 6–9 credit hours of Biblical and Theological Studies
        - 6–9 credit hours of Humanities
        - 3–6 credit hours of Global Competence

- 3–6 credit hours of Social Science
- 3–6 credit hours of Writing
- 2–4 credit hours of Art or Music
- 2–4 credit hours of Abstract and Quantitative Reasoning
- 2–4 credit hours of Natural Science
- 0–1 credit hour of Wellness

- The remaining credit hours may be used for electives, an area of focus, or a minor.

Associate of Applied Science (AAS)

The Christian Ministries curriculum is a two-year program leading to an AAS degree. The course of study requires a minimum of 60 credit hours, 20 of which must be liberal arts. The curriculum consists of 24 credit hours in General Education requirements and 36 credit hours in required Bible, theology, and ministry courses. Students seeking to complete the AAS degree must earn a cumulative GPA of 2.0 or higher. At least 30 credit hours, including at least 18 of the last 24, must be earned through Houghton University.

Associate of Science (AS)

Students seeking to complete the AS degree must earn a cumulative GPA of 2.0 or higher. At least 30 credit hours, including at least 18 of the last 24, must be earned through Houghton University.

The AS degree requires a minimum of 31 liberal arts credits and a total of 62 credit hours. The curriculum consists of 32 credit hours in General Education requirements and 30 credit hours in a focus area and electives.

Majors

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

Department	Degree	HEGIS^	CIP Code*
Department of Art and Design			
Applied Design and Visual Communication	BFA, BS	1002.00	50.0401
Studio Art	BA, BFA, BS	1002.00	50.0701
Department of Bible & Theology			
Bible & Theology	BA	2399.00	39.0601
Christian Ministries	AAS	5502.00	39.0601
Theology	BA, BS	2399.00	39.0601
Department of Biology			
Biochemistry	BA, BS	0414.00	26.0202
Biology	BA, BS	0401.00	26.0101
Biomedical Sciences	BS	0499.00	26.0102
Environmental Science	BA, BS	0420.00	03.0104
Exercise Science	BS	1299.30	31.0505
Forensic Science	BS	1999.20	43.0406
Neuroscience	BS	0425.00	26.1501
Department of Business and Economics			

Accounting	BS	0502.00	52.0301
Business	AS	5001.00	52.0101
Business Administration	BS	0506.00	52.0201
Business Administration [MBA; see Dept. of Online Studies]			
Department of Chemistry			
Biochemistry	BA, BS	0414.00	26.0202
Chemistry	BA, BS	1905.00	40.0501
Department of Communication			
Communication	BA, BS	0601.00	09.0101
Department of Education			
Adolescence Education: Biology	BA	0401.01	26.0101
Adolescence Education: Chemistry	BA	1905.01	40.0501
Adolescence Education: English	BA	1501.01	23.0101
Adolescence Education: Mathematics	BA	1701.01	27.0101
Adolescence Education: Physics	BA	1902.01	40.0801
Adolescence Education: Social Studies	BA	2201.01	54.0101
Adolescent Education Generalist (7-12) and SWD (PK-12)	BA, BS	0803.00	13.1205
Adolescent Ed. Biology (7-12) and SWD (PK-12)	BA	0803.00	26.0101
Adolescent Ed. Chemistry (7-12) and SWD (PK-12)	BA	0803.00	40.0501
Adolescent Ed. English (7-12) and SWD (PK-12)	BA	0803.00	23.0101
Adolescent Ed. Mathematics (7-12) and SWD (PK-12)	BA	0803.00	27.0101
Adolescent Ed. Physics (7-12) and SWD (PK-12)	BA	0803.00	40.0801
Adolescent Ed. Social Studies (7-12) and SWD (PK-12)	BA	0803.00	54.0101
Childhood Education (1-6) and SWD (PK-12)	BS	0802.00	13.1202
Education – Literacy [MSEd; see Dept of Online Studies]			
Education – Teaching Adolescent Education (7-12) [MAT; see Dept. of Online Studies]			
Department of English and Writing			
English	BA	1501.00	23.0101
Writing	BA, BS	1507.00	23.1301
Department of History, Politics & Philosophy, and Global Studies			
Global Studies	BA	2210.00	05.0122
History	BA	2205.00	54.0101
Politics & Philosophy	BA	2207.00	30.5101

Department of Mathematics			
Mathematics	BA	1701.00	27.0101
Greatbatch School of Music (See *Graduate Bulletin* for information regarding master's degree programs in music)			
Composition	BMus	1004.10	50.0904
Music	BA, MA	1004.00, 1005.00	50.0901
Music Education	BMus, MMus	0832.00	13.1312
Music Industry	BS	1099.00	50.0999
Music with Elective Studies in an Outside Field	BMus	1004.00	50.0999
Brass Instruments, Organ, Percussion Instruments, Piano, Stringed Instruments, Voice, Woodwinds (Performance)	BMus	1004.00	50.0903
Collaborative Performance	MMus	1004.00	50.0999
Performance	BMus	1004.00	50.0903
Worship Arts	BS	2302.00	39.0502
Department of Online Studies			
Business Administration	MBA	0506.00	52.0201
Literacy Education	MSEd	0830.00	13.1315
Music Education	MMus	0832.00	13.1312
Teaching Adolescent Education (7-12)	MAT	0830.00	13.1205
Department of Physics, Computer Science, and Engineering			
Applied Physics	BS	1999.20	40.0801
Computer Science	BS	0701.00	11.0101
Data Science	BA	0702.00	11.0401
Physics	BA, BS	1902.00	40.0801
Department of Psychology and Criminal Justice			
Behavioral Neuroscience	BA	2099.00	42.2706
Criminal Justice	AS, BA	5505.00, 2105.00	43.0104
Psychology	AS, BA, BS	5620.00, 2001.00, 2001.00	42.0101
Department of Sport, Recreation, and Wellness			
Sport, Recreation, and Wellness Management	BS	0599.00	31.0101
Interdisciplinary/Special Studies			
Interdisciplinary Studies	BA, BS	4999.00	30.0000
Liberal Arts	AA	5649.00	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 primary objective of the University—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 complete 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 can be found in the General Education section. Each student must also earn a required number of liberal arts credits for the student's specific degree (93 for the BA, 62 for the BS, 32 for the BMus, and 31 for the BFA).

Majors/Minors/Concentrations

In the major, the undergraduate student must complete a minimum of 24 credits (any course numbered 200 or above unless otherwise specified). Many majors require more than 24 credits. At least half of a student's major must be completed at Houghton. A minor consists of 12 or more credits acceptable for major credit unless otherwise stated. With the exception of the concentrations within the Childhood Ed. and SWD 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). Graduate music students should consult the Greatbatch School of Music Graduate Bulletin (see School of Music for a copy). 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 and encouraged for undergraduate students wishing to specialize in an area not covered by an existing minor, such as creative or interdisciplinary fields. It consists of at least 12 credits of courses level 200 or above and will be proposed by the student in consultation with the faculty advisor and approved by relevant school dean(s). Approval for such minors will include consideration of how the choice of courses supports the stated academic goals of the student.

Academic Programs

Art and Design

Mark Borchert, Dean of Management and Creative Arts | https://www.houghton.edu/art/ | 585.567.9308 | art@houghton.edu

The Art & Design academic programs prepare young professionals to engage the contemporary world of fine arts and applied design, equipped with an array of skills that are central to an artist's ability to create meaningful work, and to become relevant, technologically versed practitioners who reflect and respond to contemporary life and culture with spiritual insight and sensitivity.

Three main areas of development in the art and design programs are emphasized: the cultivation of craft in one's chosen media, the understanding of cultural and historical context in art, and the formation of mature professional practices. Together, they represent a wholistic approach—each informing the other—fostering purposeful education in the fine and applied arts. Art & Design majors and minors gain confidence in their ability to integrate faith, knowledge, and creativity. Majors in both Studio Art and Applied Design and Visual Communication are prepared for professional art production, teaching, and graduate studies, complemented by a Christian liberal arts education.

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 academic programs in Art & Design have offered travel opportunities to significant centers of Western culture, including Athens, Rome, Paris, London, and many other major cities and sites.

Majors

Applied Design and Visual Communication (BFA)
Applied Design and Visual Communication (BS)
Studio Art (BA)
Studio Art (BFA)
Studio Art (BS)

Minors

Art
Art Business

Pre-Professional

Pre-Art Therapy

Faculty

Ryann Cooley
Aaron Harrison
David M. Huth
Madison T. Murphy
John M. Rhett

Majors

Applied Design and Visual Communication Major

BFA (68–70 credits)
The BFA in Applied Design and Visual Communication is a partnership between the departments of Art & Design and Communication. It requires 68–70 credits in art and communication.

Studio Foundation Courses (should be taken in the first year)	Credits
ART/COMM 115 Foundations of Digital Communication	2
ART 131 Introduction to Visual Arts	2
ART 241 Two-Dimensional Design	2
ART 242 Three-Dimensional Design	2
COMM 214 Introduction to Mass Media	3
Total	11
Art History Courses *(select courses from the following to total a minimum of 8 credits; at least one course must be ART 231, 232, or 237)*	Credits
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 295 Special Topics: Art History	2, 4
ART 295 Special Topics: Art Seminar	2, 4
ART 314 Art and History of Film	4
ART 382 Advanced Topics in Photography	4
Total	8
Art and Communication Core Studio Focus Courses *(select 2D **or** 3D focus)*	Credits
Required Art and Communication 2D Core Studio Focus	
ART/COMM 228 Digital Video I	4
ART 245/COMM 243 Graphic Design I	4
ART/COMM 283 Introduction to Digital Photography	4
ART/COMM 284 Introduction to Digital Imaging	4
COMM/ART 224 Motion Media Design and Animation	4
Required Art and Communication 3D Core Studio Focus	
ART/COMM 240 Introduction to 3D Computer Graphics	4
ART 245/COMM 243 Graphic Design I	4
ART/COMM 283 Introduction to Digital Photography	4
ART/COMM 284 Introduction to Digital Imaging	4
ART 295 Special Topics: 3D Printing	2
ART 295 Special Topics *(by department approval)*	2
Total	20
Art and Communication Elective Studio Courses	Credits
Select courses from the following to reach a minimum of 23 credits:	
ART/COMM 224 Motion Media Design and Animation *(if not taken as a core studio focus*	4
ART/COMM 228 Digital Video I *(if not taken as a core studio focus course)*	4
ART/COMM 240 Introduction to 3D Computer Graphics *(if not taken as a core studio focus*	4
ART/COMM 270 Effective Information Design	3

ART/COMM 275 Photo Documentary & Cultural Studies	4
ART 295 Special Topics: 3D Printing	2
ART 295 Special Topics *(by department approval)*	2, 4
ART/COMM 323 Motion Media Design & Animation 2	4
ART/COMM 345 Graphic Design II	4
ART/COMM 360 Applied Video Projects	4
ART/COMM 380 Lighting for the Still and Moving Image	4
ART/COMM 382 Advanced Topics in Photography	4
ART 395 Special Topics *(by department approval)*	2, 4
ART/COMM 430 Digital Portfolio and Personal Brand *(if not taken as a capstone course)*	
ART 445 Graphic Design III	4
ART/COMM 479 Professional Practices in Photography *(if not taken as a capstone course)*	4
COMM/MUS 207 Introduction to Pro Tools	3
Total	min. 23
Capstone Courses	Credits
ART 383 Applied Design Internship	2–4
Select one of the following options:	4
ART/COMM 430 Digital Portfolio and Personal Brand ART 479 Professional Practices in Photography ART 485 Senior Studio (2) **and** ART 486 Senior Seminar and Exhibition (2)	
Total	6–8
Total in major	**68–70**

Applied Design and Visual Communication Major

BS (45 credits)

The BS in Applied Design and Visual Communication is a partnership between the departments of Art & Design and Communication. It requires 45 credits in art and communication.

Studio Foundation Courses (should be taken in the first year)	Credits
ART/COMM 115 Foundations of Digital Communication	2
ART 131 Introduction to Visual Arts	2
ART 241 Two-Dimensional Design	2
ART 242 Three-Dimensional Design	2

COMM 214 Introduction to Mass Media	3
Total	11
Art History *(select courses from the following to total a minimum of 4 credits)*	Credits
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 295 Special Topics: Art History	2, 4
ART 295 Special Topics: Art Seminar	2, 4
ART 314 Art and History of Film	4
ART 382 Advanced Topics in Photography	4
Total	4
Art and Communication Core Studio Courses	Credits
ART/COMM 224 Motion Media Design and Animation	4
ART/COMM 228 Digital Video I	4
ART 245/COMM 243 Graphic Design I	4
ART/COMM 270 Effective Information Design	3
ART/COMM 283 Introduction to Digital Photography	4
ART/COMM 284 Introduction to Digital Imaging	4
ART 295 Special Topics: 3D Printing	2
Total	14
Art and Communication Studio Electives	Credits
Select courses from the following to reach a minimum of 12 credits:	
ART/COMM 224 Motion Media Design and Animation *(if not taken as a core studio focus course)*	4
ART/COMM 228 Digital Video I *(if not taken as a core studio focus course)*	4
ART/COMM 240 Introduction to 3D Computer Graphics	4
ART 245/COMM 243 Graphic Design I *(if not taken as a core studio focus course)*	4
ART/COMM 270 Effective Information Design *(if not taken as a core studio focus course)*	3

ART/COMM 275 Photo Documentary & Cultural Studies	4
ART/COMM 283 Introduction to Digital Photography *(if not taken as a core studio focus course)*	4
ART/COMM 284 Introduction to Digital Imaging *(if not taken as a core studio focus course)*	4
ART 295 Special Topics: 3D Printing *(if not taken as a core studio focus course)*	2
ART 295 Special Topics *(by department approval)*	2, 4
ART/COMM 323 Motion Media Design & Animation 2	4
ART/COMM 345 Graphic Design II	4
ART/COMM 360 Applied Video Projects	4
ART/COMM 380 Lighting for the Still & Moving Image	4
ART/COMM 382 Advanced Topics in Photography	4
ART 383 Applied Design Internship	1–4
ART 395 Special Topics *(by department approval)*	2, 4
ART/COMM 430 Digital Portfolio and Personal Brand *(if not taken as a capstone course)*	
ART/COMM 445 Graphic Design III	4
ART/COMM 479 Professional Practices in Photography *(if not taken as a capstone course)*	4
COMM/MUS 207 Introduction to Pro Tools	3
Total	12
Capstone Courses	Credits
Select one of the following options:	
ART/COMM 430 Digital Portfolio and Personal Brand ART 479 Professional Practices in Photography ART 485 Senior Studio (2) **and** ART 486 Senior Seminar and Exhibition (2)	
Total	4
Total in major	**45**

Studio Art Major

BA (40 credits)

Core Requirements (should be taken in the first year)	Credits
ART/COMM 115 Foundations of Digital Communication	2
ART 131 Introduction to Visual Arts	2

ART 211 Drawing I	2
ART 241 Two-Dimensional Design	2
ART 242 Three-Dimensional Design	2
Total	10
Art History	Credits
Select 8 credits from the following; at least one must be ART 231, 232, or 237.	
ART 216 The Art and History of Film Genre	4
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4S
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
Total	8
Studio Courses	Credits
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 485 Senior Studio	2
ART 486 Senior Seminar and Exhibition	2
Total	20
Additional Required Course	Credits
Art elective (any level)	2
Total in major	**40**

Studio Art Major

BFA (62–66 credits)

Core (should be taken in the first year)	Credits
ART/COMM 115 Foundations of Digital Communication	2

ART 131 Introduction to Visual Arts	2
ART 211 Drawing I	2
ART 241 Two-Dimensional Design	2
ART 242 Three-Dimensional Design	2
Total	10
Art History Courses	Credits
Select three courses from the following; at least one must be ART 231, 232, or 237.	
ART 216 The Art and History of Film Genre	4
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 2XX *or* 3XX Studio	4
ART 3XX Studio	4
ART 3XX Studio	4
ART 3XX Studio	4
ART 3XX *or* 4XX Studio	4
ART 485 Senior Studio	2
ART 486 Senior Seminar and Exhibition	2
Total	40
Optional Course	Credits

Fine Arts Internship/Gallery Assistant	4
Total in major	**62–66**

Studio Art Major

BS (46 credits)

Core (should be taken in the first year)	Credits
ART 131 Introduction to Visual Arts	2
ART 211 Drawing I	2
ART 241 Two-Dimensional Design	2
ART 242 Three-Dimensional Design	2
ART/COMM 115 Foundations of Digital Communication	2
Total	10
Art History Courses	**Credits**
Select 8 credits from the following; at least one must be ART 231, 232, or 237.	
ART 216 The Art and History of Film Genre	4
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
Total	8
Art Studio Electives	**Credits**
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 or 4XX Art Studio Elective	4
ART 485 Senior Studio	2

ART 486 Senior Seminar and Exhibition	2
Total	28
Total in major	**46**

Minors

Art Minor: 14 credits

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

Art Business Minor: 13 credits

Core Required Business Courses	**Credits**
BADM/COMM 218 Marketing Principles	3
BADM 303 Entrepreneurship	3
BADM/COMM 304 Social Media Marketing	3
Total	9
Core Required Art Course	
ART/COMM 479 Professional Practices in Photography	4
Total in minor	**13**

Pre-Professional Preparation

Pre-Art Therapy

Faculty Advisor: Alison Young Reusser

Please see Pre-Art Therapy in the Department of Psychology and Criminal Justice section of the catalog.

Bible & Theology

Peter Meilaender, Dean of Religion, Humanities, and Global Studies | https://www.houghton.edu/undergraduate/houghton-ny/majors-programs/academics/biblical-studies-theology-philosophy/ | 585.567.9429

The Bible & Theology major exposes students to Biblical studies, theology, missions, and Biblical languages. Career options for majors vary widely; the academic program also prepares students for graduate study in relevant fields. With a foundation in Scripture and Christian history and belief, Bible & Theology graduates go into every kind of Christian ministry (Bible translation, chaplaincy, children's ministry, discipleship, evangelism, missions, parachurch ministry, pastoring, sports ministry, theological education, worship ministry, and youth ministry) as well as business and nonprofit work, counseling, and education. Students pursuing ordination should consult the Chair of Religion on the specific courses required for ordination, some of which are not included in the Bible & Theology major.

Majors

Bible & Theology (BA/BS)
Theology Major with Sports Ministry Concentration (BA/BS)
Christian Ministries (AAS)

Minors

Bible
Missions
Pastoral Ministry
Religion
Sports Ministry
Theology
Youth Ministry
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
Marcus Dean
J. Michael Jordan
J. L. Miller
Andrew Walton

Majors

Bible & Theology Major

BA/BS (39 credits in core; 6 corequisite credits)

A major in Bible and Theology is recommended for those expecting to become ministers, missionaries, teachers or leaders in parachurch ministries, and Bible translators. It is also an excellent basis for seminary or graduate work in biblical studies, theology, and related disciplines.

Corequisites	Credits
GREK 101, 102 Beginning Greek 1 & 2 *or* HEBR 101, 102 Beginning Hebrew 1 & 2*	3, 3
Total	6
Core Requirements	**Credits**
BIBL 221 Biblical Interpretation*	3
BIBL 231 Pentateuch*	3
BIBL 233 Jesus and the Gospels*	3
THEL 211 Introduction to Theology*	3
THEL 313 Systematic Theology*	3
THEL 331 Christian Ethics*	3

BIBL/THEL 486 Senior Capstone in Bible and Theology	3
Total	21
Electives	**Credits**
One course in Faith and Justice: (THEL 230, THEL 232, THEL 240, THEL 265, THEL 310)	3
One course in World Religions: (REL 215, REL 221, REL 222, REL 231)	3
12 credits in BIBL, CRFM, MIN, MISS, REL, or THEL	12
Total in major	**45**

*Required for ordination in The Wesleyan Church; in order to count towards ordination, a grade of C- or higher must be earned. Students should consult the Chair of Religion to ensure all necessary course requirements for ordination are met.

Theology Major with Sports Ministry Concentration

BA/BS (36 credits in core; 18–21 credits in concentration)

This major and concentration are 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 Global Competence requirement by taking one of the Biblical languages (Greek or Hebrew). Courses marked with an asterisk below help a student fulfill academic requirements for ordination in The Wesleyan Church and are accepted by many other denominations for the same. A curriculum plan for this major is available through the Department of Bible & Theology.

Theology Requirements	Credits
THEL 211 Introduction to Theology*	3
THEL 221 History of Christianity I*	3
THEL 222 History of Global Christianity	3
THEL 313 Systematic Theology*	3
THEL 327 Church, Mission, and Culture*	3
THEL 320 Spiritual Formation*	3
THEL 482 Senior Capstone: Seminar in Theology	3
Total	21
Bible Requirements	**Credits**
BIBL 221 Biblical Interpretation*	3
BIBL 355 Old Testament Theology*	3
BIBL 356 New Testament Theology*	3
Total	9

Electives – *Select one REL course and one THEL course from the following*:	Credits
World Religions*: REL 215 Islam: An Introduction *or* REL 221 Eastern Religions *or* REL 222 New Religious Movements *or* REL 231 Judaism	3
Faith and Justice*: THEL 230 Building Shalom: Justice, Love, and the Christian Life *or* THEL 232 Poverty, Wealth, and the Christian Gospel *or* THEL 240 Ethnicity, Race, and the Church *or* THEL 265 Christianity, Postmodernism & Beyond *or* THEL 310 Women, Men, and the Image of God	3
Total	6
Sports Ministry Concentration	**Credits**
CRFM 325 Bible Study and Teaching Methods	3
CRFM 340 Theological Explorations in Youth Cultures and Ministry	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	18–21
Total in major and concentration	**54–57**

*Required for ordination in The Wesleyan Church; in order to count towards ordination, a grade of C- or higher must be earned. Students should consult the Chair of Religion to ensure all necessary course requirements for ordination are met.

Christian Ministries – Associate of Applied Science

AAS (minimum of 60 credits)

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

The curriculum consists of 24 credits in General Education requirements and 36 credits in required Bible, theology, and ministry courses.

General Education Requirements	Credits
BIBL 101 Biblical Literature	3
THEL 209 Introduction to Christianity	3
WRIT 101 Writing in the Liberal Arts	3
Philosophy	3
Math/Science	3

Social Science *(recommended courses for ordination in The Wesleyan Church below)*	3
COMM 215 Interpersonal Communication	
PSY 111 Introduction to Psychology	
SOC 101 Introduction to Sociology	
Liberal Arts Electives	6
Total	24
Major Requirements	Credits
MIN 210 Introduction to Christian Ministry	3
Ministry Electives (courses with a MIN prefix – *recommended courses for ordination in The Wesleyan Church below)*	12
MIN 316 Worship in the Church	
MIN 317 Leadership in the Church	
MIN 324 Preaching and the Church	
In addition to MIN electives, electives with prefixes of BIBL (numbered above 101), THEL (numbered above 209), and CRFM *(recommended courses for ordination in The Wesleyan Church below)*	21
BIBL 221 Biblical Interpretation	
CRFM 231 Foundations of Educational Ministry	
MIN 220 Pastoral Care and Counseling	
THEL 211 Introduction to Theology	
THEL 221 & 222 History of Christianity 1 & History of Global Christianity	
THEL 315 Wesleyan Tradition	
THEL 320 Spiritual Formation	
THEL 327 Church, Mission, and Culture	
Total in degree	**60**

Minors

Bible Minor: 12 credits

12 credits in BIBL, numbered 200 or above

Missions Minor: 12 credits

Missions 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 a long tradition in missions at Houghton 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. Most students who minor in missions will include the highly recommended Cross-Cultural Field Experience in addition to the regular coursework.

Required Courses	**Credits**
MISS 241 History of the Global Christian Movement *or* THEL 221 History of Christianity I	3
MISS 242 Mission and the Global Church	3
MISS 243 Introduction to Missiological Foundations	3
Elective	
As advised by the Global Studies advisor from the following prefixes: BIBL, GBS, INCL, LING, MISS, REL, THEL	3
Total in minor	**12**

Pastoral Ministry Minor: 24–27 credits

Required Courses	**Credits**
CRFM 231 Foundations of Educational Ministry	3
MIN 210 Introduction to Christian Ministries	3
MIN/THEL 316 Worship in the Church	3
MIN 317 Leadership in the Church	3
MIN 324 Preaching and the Church	3
MIN 410 Ministerial Field Education	3–6
THEL 315 Wesleyan Tradition	3
THEL 320 Spiritual Formation	3
Total in minor	**24–27**

Religion Minor: 12–15 credits

Required Course	**Credits**
THEL/PHIL 255 Reason and Religious Belief	3
Electives	
Select two courses from the following:	
REL 215 Islam: A Christian Introduction	3
REL 221 Eastern Religions	3
REL 222 New Religious Movements	3
REL 231 Judaism	3

Select additional courses from the following:	
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* Global History of Christianity	3, 3
Total in minor	**12–15**

Sports Ministry Minor: 16 credits

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.

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
Total	9
Select one course from the following:	
BADM 320 Leadership Development *or* SRWM 229 Outdoor Leadership Training**	3
CRFM 340 Theological Explorations in Youth Cultures and Ministry	3
Total	3
Recommended Electives – *select electives to total 16 credits as approved by advisor*	
MISS 242 Missions and the Global Church	4
SRWM 270 Global Sports Culture	3
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 340 *(if not used in previous category)*	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:	
MIN 410 Ministerial Field Education	3–6
MISS 311 Cross Cultural Field Experience	3–4

INCL 311 Intercultural Experience	1–4
Total in minor	**16**

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

Theology Minor: 12 credits

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 in minor	**12**

Youth Ministry Minor: 24–27 credits

Required Courses	**Credits**
CRFM 231 Foundations of Educational Ministry	3
CRFM 332 Christian Formation of Youth	3
CRFM 340 Theological Exploration in Youth Cultures & Ministry	3
CRFM 350 Foundations of Youth Ministry	3
MIN 210 Introduction to Christian Ministries	3
MIN 410 Ministerial Field Education	3–6
THEL/PHIL 265 Christianity, Postmodernism & Beyond	3
THEL 320 Spiritual Formation	3
Total in minor	**24–27**

World Religions Minor: 12 credits

Required Courses	**Credits**
REL 215 Islam: A Christian Introduction	3
REL 221 Eastern Religions	3
REL 222 New Religious Movements	3
REL 231 Judaism	3
Total in minor	**12**

Pre-Professional Preparation

Pre-Seminary Interest

Consult the Dean of Religion, Humanities, and Global Studies or the Chair of Religion.
For those who expect to attend seminary after university, The Association of Theological Schools offers the following guidelines:

- Students should develop to a satisfactory degree their ability to think independently, communicate effectively, and 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

Jill E. Jordan, Dean of Natural Sciences and Mathematics | https://www.houghton.edu/biology/ | 585.567.9264 | biology@houghton.edu

The mission of the biology academic programs at Houghton University 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. The Biology Department is committed to excellence in its curriculum and research programs. The department strives to cultivate students' ability to demonstrate knowledge of fundamental principles that unify and describe the major areas of biology, develop critical thinking skills related to experimental design to answer biological questions, acquire skills in observation, experimentation, and analysis necessary to answer biological questions, communicate clearly and analytically in both written and oral forms, and articulate how faith integrates with scientific endeavors and foundational biological concepts.

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 students participate in collaborative research courses or the Shannon Summer Research Institute with a faculty sponsor to conduct research, publish findings, and present at scientific conferences. Houghton's biology programs offer a challenging combination of coursework in the sciences and an emphasis on experiential learning.

The biology curriculum also allows for students to take an interdisciplinary approach to their time as an undergraduate. Many students earn majors or minors in other sciences (most commonly chemistry and mathematics), but study within biology can also be coupled with the arts, humanities, and social science to grapple with complexities related to fields as diverse as public health, human ecology, and art. Additionally, many Houghton students serve as Emergency Medical Technicians with the Houghton Volunteer Fire Department.

Majors

Biochemistry (BA/BS)
Biology (BA)
Biology (BS)
Biomedical Sciences (BS)
Environmental Science (BA)

Minors

Biology
Forestry

Pre-Professional

Nutrition and Dietetics (with D'Youville University)

Environmental Science (BS)
Biology with Forestry Emphasis (taken in part at SUNY-ESF) (BA/BS)
Exercise Science – Applied Track (BS)
Exercise Science – Graduate Track (BS)
Forensic Science (BS)
Neuroscience (BS)

Pre-Athletic Training Interest (with Messiah University)
Pre-Chiropractic Interest (with Northeast College of Health Sciences or D'Youville University)
Pre-Dentistry Interest (with LECOM)
Pre-Medical Interest (with LECOM)
Pre-Nursing Interest (with Indiana Wesleyan University or D'Youville University)
Pre-Nursing Interest with Global Studies
Pre-Occupational Therapy Interest (with D'Youville University)
Pre-Pharmacy D (with University of Buffalo, LECOM, or D'Youville University)
Pre-Physical Therapy Interest (with D'Youville University or Messiah University)
Pre-Veterinary Medicine Interest

Faculty

David Brubaker	Daniel Hammers	Eli Knapp	Paul Martino
Eden Palmer	Jamie Potter	Ransom Poythress	Donald Wilcox

Majors

Biochemistry Major

BA/BS (39 credits in core; 12–16 corequisite credits; 12 prerequisite credits)

Biochemistry is an excellent path toward entering one of the health professions or following a career in biochemical research. Biochemistry majors have careers as biomedical researchers, medical doctors, nurses, pharmacists or pharmacologists, nutritionists, physical therapists, or food chemists. (For a full description of Pre-Health Professions, see the Biology department website.)

A major in Biochemistry at Houghton University enables students 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 University contains a significant liberal arts component as well as its science component, the student may choose to earn 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**
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4 or 4, 4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4

Total	12–16
Core Requirements	Credits
BIOCHM 480 Capstone: Seminar in Biochemistry	1
BIOL 251 Genetics	4
BIOL 370 Molecular and Cell Biology	4
BIOL elective course chosen from the following: BIOL 238 Introduction to Forensic Science BIOL 242 Microbiology BIOL 308 Introduction to Pharmacology BIOL 343 Microbial Ecology BIOL 344 Muscle Biology in Health and Disease BIOL 355 Introduction to Neurobiology BIOL 365 Immunology BIOL 372 Advanced Vertebrate Physiology BIOL 380 Pathogenic Microbes BIOL 382 Developmental Biology BIOL 384 Cancer Cell Biology BIOL 393 Summer Collaborative Research in Biology BIOL 394 Research in Biology	4
CHEM 241 Organic Chemistry I	4
CHEM 242 Organic Chemistry II	4
CHEM 278 Chemical Instrumentation in Research	4
CHEM 287 Medicinal Chemistry *or* CHEM 286 Special Topics in Chemistry	2
CHEM 332 Biochemistry I	3
CHEM 334 Biochemistry Lab I	1
CHEM 333 Biochemistry II	3
CHEM 335 Biochemistry Lab II	1
CHEM 352 Physical Principles of Chemistry	3
STEM 371 Career Seminar	1
Total	39
Total in major	**63–67**
Recommended Courses (not required)	Credits
CSCI 211 Programming I	4
PSY/BADM 309 Statistics	4

Research strongly encouraged.

Biology Major

BA (23–27 credits in core; 8 corequisite credits; 8 prerequisite credits)

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
Core Requirements	**Credits**
BIOL 251 Genetics	4
BIOL 482 Senior Capstone: Senior Seminar	2
STEM 371 Career Seminar	1
Total	7
Organismal Biology	**Credits**
Select one course from the following:	
BIOL 301 Field Botany	4
BIOL 304 Herpetology	4
BIOL 313 Ornithology	4
BIOL 315 Marine Biology	4
BIOL 322 General Ecology	4
BIOL 336 Animal Behavior	4
BIOL 343 Microbial Ecology	4
Total	4
Biology Electives (12 credits – any 4-credit BIOL lab course above 152 may count in this category)	**Credits**
Electives	12
Experiential Biology (0–4 credits)	**Credits**
Select one course in experiential biology:	
BIOL 201 EMT Basic Course	0–2

BIOL 202 Pre-Health Practicum	0–2
BIOL 203 Pre-Vet Practicum	0–2
BIOL 204 Practicum in Biology	0–2
BIOL 390 Environmental Science Internship	0–4
BIOL 393 Summer Research Experience	0–4
BIOL 394 Research in Biology	4
EXS 352 Pre-PT Field Experience I	2
EXS 353 Pre-PT Field Experience II	2
Off-campus Field Course (e.g., Au Sable)	0–4
Total	0–4
Total in major	**39–43**
Recommended Course	Credits
PSY/BADM 309 Statistics	4

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

Biology Major

BS (31 credits in core; 12 corequisite credits; 8 prerequisite credits)

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Total	8
Corequisite Courses	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
CHEM 241 Organic Chemistry I	4
Total	12
Core Requirements	Credits
BIOL 251 Genetics	4
BIOL 322 General Ecology	4
BIOL 482 Senior Capstone: Senior Seminar	2

STEM 371 Career Seminar	1
Total	11
Organismal Biology	**Credits**
Select one course in organismal biology:	
BIOL 301 Field Botany	4
BIOL 304 Herpetology	4
BIOL 313 Ornithology	4
BIOL 315 Marine Biology	4
BIOL 336 Animal Behavior	4
BIOL 343 Microbial Ecology	4
Total	4
Biology Electives above BIOL 218 (16 credits)	**Credits**
Electives	16
Additional Electives (needed for some graduate programs – consult advisor)	**Credits**
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4–8
PHYS 151 General Physics I	4
Total in major	**51**
Recommended Courses	**Credits**
CHEM 332/334 Biochemistry I	4
PSY/BADM 309 Statistics	4

Biomedical Sciences Major

BS (26 credits in core; 8 prerequisite credits; 16 corequisite credits)

The BS in Biomedical Sciences prepares students for graduate school in health-related fields. Students participate in hands-on labs and research with exposure to a wide variety of techniques and experiences including EMT certification and volunteer work, clinical shadowing, CRISPR, and SDS-PAGE. Students can go on to further education or careers in veterinary medicine, medicine, chiropractic medicine, nursing, pharmacy, dental, optometry, speech-language pathology, physician assistance, and more. Upon completion of the degree, students will understand the relationship between structure and function in organisms, how Christianity impacts thinking globally and ethically in a changing world, and how to ask research questions and pursue answers.

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
CHEM 241 Organic Chemistry I	4
CHEM 242 Organic Chemistry II	4
Total	16
Required Major Courses	**Credits**
BIOL 251 Genetics	4
BIOL 370 Molecular and Cell Biology	4
BIOL 482 Senior Capstone: Senior Seminar	2
CHEM 332 Biochemistry I	3
STEM 371 Career Seminar	1
Total	14
Electives	**Credits**
Select 12 credits from the list below in consultation with your advisor:	
BIOL 217 Human Anatomy & Physiology I	4
BIOL 218 Human Anatomy & Physiology II	4
BIOL 238 Introduction to Forensic Science	4
BIOL 242 Microbiology	4
BIOL 343 Microbial Ecology	4
BIOL 355 Introduction to Neurobiology	4
BIOL 365 Immunology	4
BIOL 372 Advanced Vertebrate Physiology	4
BIOL 380 Pathogenic Microbes	4
BIOL 393 Summer Research Experience	0–4
BIOL 394 Research in Biology	4
BIOL 395 Special Topics (as offered & approved)	4
Total	12
Total in major	**50**
Additional Electives (needed for some graduate programs – consult advisor)	**Credits**

CHEM 287 Medicinal Chemistry	2
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Precalculus A and B	4–8
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4

Environmental Science Major

BA (27–31 credits in core; 8 prerequisite credits; 8 corequisite credits)

The Environmental Science major provides an academically challenging, Christ-centered education in an area of applied sciences, equipping them to lead and labor as scholar-servants in environmental and developmental settings domestically and abroad.

The goal of the Environmental Science major is the training of students who are proficient in natural and physical sciences and are aware of social and cultural influences on the environmental problems facing society. Meeting these challenges requires critical thinking and problem-solving approaches involving natural sciences, mathematics, and other disciplines. Required experiential learning is incorporated into the Environmental Science major and provides students with the training necessary for their future career or continued education.

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 Major Courses	**Credits**
BIOL 250 Environmental Science	4
BIOL 251 Genetics	4
BIOL 255 Conservation Biology	4
BIOL 322 General Ecology	4
BIOL 390 Environmental Science Internship *or* BIOL 393 Summer Collaborative Research in Biology *or* BIOL 394 Research in Biology	0–4
BIOL 482 Senior Capstone: Senior Seminar	2
STEM 371 Career Seminar	1
Total	19–23

Electives	Credits
Select from the following or from approved off-campus study options for a minimum of 8 credits:	
BIOL 242 Microbiology	4
BIOL 301 Field Botany	4
BIOL 303 Biodiversity	4
BIOL 304 Herpetology	4
BIOL 313 Ornithology	4
BIOL 315 Marine Biology	4
BIOL 336 Animal Behavior	4
BIOL 343 Microbial Ecology	4
CHEM 276 Environmental Analysis	4
SRWM 401 Natural Resource Management *or* SOC 315 Human Ecology	3–4
Total	8
Total in major	**43–47**
Recommended Courses	Credits
PHIL 311 Environmental Ethics	3
PSY/BADM 309 Statistics	4

Environmental Science Major

BS (31–35 credits in core; 8 prerequisite credits; 12 corequisite credits)

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
CHEM 241 Organic Chemistry I	4
Total	12
Required Major Courses	Credits
BIOL 250 Environmental Science	4

BIOL 251 Genetics	4
BIOL 255 Conservation Biology	4
BIOL 322 General Ecology	4
BIOL 390 Environmental Science Internship *or* BIOL 393 Summer Collaborative Research in Biology *or* BIOL 394 Research in Biology	0–4
BIOL 482 Senior Capstone: Senior Seminar	2
STEM 371 Career Seminar	1
Total	19–23
Electives	Credits
Select 12 credits from the following or from approved off-campus study options:	
BIOL 242 Microbiology	4
BIOL 301 Field Botany	4
BIOL 303 Biodiversity	4
BIOL 304 Herpetology	4
BIOL 313 Ornithology	4
BIOL 315 Marine Biology	4
BIOL 336 Animal Behavior	4
BIOL 343 Microbial Ecology	4
CHEM 276 Environmental Analysis	4
SRWM 401 Natural Resource Management *or* SOC 315 Human Ecology	3–4
Total	12
Additional Electives (needed for some graduate programs – consult advisor)	Credits
PHYS 151 General Physics I	4
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Precalculus A and B	4–8
Total in major	**51–55**
Recommended Courses	Credits
PHIL 311 Environmental Ethics	3
PSY/BADM 309 Statistics	4

Biology Major with Forestry Emphasis

BA/BS (46 credits in major [taken at SUNY-ESF]; 33–37 prerequisite credits [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 plays an important role in environmental stewardship. The Forestry emphasis allows interested students 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 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). The SUNY-ESF website should be consulted for definitive information on their forestry program.

SUNY-ESF Ranger School Required Prerequisites (courses taken at Houghton University)	Credits
ECON 210 Principles of Microeconomics *or* ECON 211 Principles of Macroeconomics	3
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL, CHEM, or PHYS – Science course with lab	4
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4 or 4,4
English course with focus on writing	6
Electives (suggested areas: psychology, sociology, computer science, public speaking)	10
Total SUNY-ESF prerequisites	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 Sensoring and Geographic Information Technology	3
8 credits 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
Introduction 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)	**45**

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

Exercise Science Major (with Applied Track)

BS (30–32 credits in core; 8 prerequisite credits; 15–16 credits in required minor)

The BS in Exercise Science with Applied Track provides students with opportunities for hands-on laboratory training and firsthand clinical experience. Upon completion of the program, students are prepared for immediate certification and job entry in careers including but not limited to sports coaching, sports ministry, personal training, strength and conditioning coaching, exercise physiology, athletic administration, sports management, or equine-assisted therapy. The curriculum includes 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. Exercise Science students will learn about injury and illness prevention, the effects of diet on the body, and physical conditioning of the human body.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Total	8
Core Requirements	**Credits**
BIOL 210 Medical Terminology	2
BIOL 217 Human Anatomy & Physiology I	4
BIOL 218 Human Anatomy & Physiology II	4
EXS/SRWM 354 Exercise Science Practicum I	2
EXS/SRWM 355 Exercise Science Practicum II	2

PSY/BADM 309 Statistics	4
SRWM 308 First Aid & Safety	1
Total	19
Additional Requirements	Credits
COMM 101 Presentational Speaking *or* COMM 215 Interpersonal Communication	2–3
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	11–13
Required Minor (*choose from preapproved list below or receive approval from advisor*)	Credits
Athletic Administration & Sport Management/Equine-Assisted Therapy/Health Promotion & Fitness/Psychology/Sports Ministry	15–16
Total in major	**53–56**
Recommended Courses	*Credits*
BIOL 209 Introduction to Nutrition	3
BIOL 232 Epidemiology	2
COMM 105 Introduction to Human Communication	3
EXS 275 Injury Evaluation & Management	3
EXS 277 Therapeutic Exercise & Rehabilitation	3
EXS 345 Exercise Physiology	4
EXS 347 Kinesiology	4
PHIL 240 Medical Ethics	3
SOC 101 Introduction to Sociology	3

Exercise Science Major (with Graduate Track)

BS (45 credits in core; 8 prerequisite credits)

The BS in Exercise Science with Graduate Track provides students with opportunities for hands-on laboratory training and clinical experience. Students are prepared for postgraduate study in physical therapy, occupational therapy, athletic training, and physical therapy assistant programs. The curriculum includes 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.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
Total	8
Core Requirements	**Credits**
BIOL 210 Medical Terminology	2
BIOL 217 Human Anatomy & Physiology I	4
BIOL 218 Human Anatomy & Physiology II	4
EXS 352 Pre-PT Field Experience I	2
EXS 353 Pre-PT Field Experience II	2
PSY/BADM 309 Statistics	4
SRWM 308 First Aid & Safety	1
Total	19
Additional Requirements	**Credits**
BIOL 251 Genetics	4
BIOL 482 Senior Capstone: Senior Seminar	2
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
STEM 371 Career Seminar	1
Total	15
Psychology Elective	**Credits**
Any PSY course above 200	3
Total	3
Biology Electives	**Credits**
BIOL courses above 218 (select at least two)	8
Total	8
Total in major	**53**
Additional Electives (needed for some graduate programs – consult advisor)	

EXS 275 Injury Evaluation & Management	3
EXS 277 Therapeutic Exercise & Rehabilitation	3
EXS 345 Exercise Physiology	4
EXS 347 Kinesiology	4
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Precalculus A and B	4–8
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
Recommended Courses	
BIOL 201 Emergency Medical Service Basic Training	2
BIOL 209 Introduction to Nutrition	3
BIOL 232 Epidemiology	2
COMM 101 Presentational Speaking	2
PHIL 240 Medical Ethics	3
SOC 101 Introduction to Sociology	3
SRWM 325 Certified Personal Trainer	2
SRWM 326 Strength & Conditioning	2

Forensic Science Major

BS (48–53 credits in major; 16 prerequisite credits)

The Forensic Science major provides students with the opportunity to explore the intersection of science, faith, and restorative justice. Combining courses in both the natural and social sciences, the major equips students for success in graduate school or a career in forensic science. Students will evaluate physical evidence, develop the ability to use quantitative and qualitative tools, and analyze the physical and ethical challenges of the criminal justice system. Graduates will be able to combine scientific analysis with moral and ethical reasoning to develop critical and creative responses to the range of forensic science issues encountered in today's world.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
Total	16
Core Courses	Credits

BIOL 238 Introduction to Forensic Science	4
BIOL 251 Genetics	4
BIOL 482 Senior Capstone: Senior Seminar	2
CHEM 241 Organic Chemistry I	4
CHEM 242 Organic Chemistry II	4
STEM 371 Career Seminar	1
Total	19
Additional Requirements	Credits
CRJ 201 Introduction to Criminal Justice	3
CRJ 301 Police Operations and Procedures *or* POLS 426 Constitutional Law	3
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4 *or* 4,4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
PSY 309 Statistics	4
Total	22–26
Electives (Select 7–8 credits from below in consultation with your advisor)	Credits
BIOL 242 Microbiology	4
BIOL 343 Microbial Ecology	4
BIOL 370 Molecular and Cell Biology	4
BIOL 394 Research in Biology	4
CHEM 276 Environmental Analysis	4
CHEM 278 Chemical Instrumentation in Research	4
CHEM 332 Biochemistry I	3
CHEM 333 Biochemistry II	3
CHEM 352 Physical Principles of Chemistry	3
CHEM 392 Research in Chemistry	3
Total	7–8
Total in major	**64–69**
Recommended Courses *(consult advisor)*	Credits
BIOL 217 Human Anatomy and Physiology I	4

BIOL 218 Human Anatomy and Physiology II	4
CHEM 361 Physical Chemistry I	4
CHEM 362 Physical Chemistry II	4
COMM 101 Presentational Speaking	2
CRJ 305 Courts, Judgments, and Alternative Consequences	3
PHIL 240 Medical Ethics	3
PSY 305 Abnormal Psychology	3

Neuroscience Major

BS (29 credits in major; 8 prerequisite credits; 20 corequisite credits)

The BS in Neuroscience takes advantage of the University's advanced diagnostic and experimental equipment, as well as Biology's interdepartmental collaboration with Psychology, to prepare students for graduate school or the workforce. The degree emphasizes hands-on labs and research with exposure to a wide variety of techniques including EEG, EKG, EOG, EMG, reflex diagnostics, and action potential measurements. Students may go on to work as technicians, research coordinators, neuropsychologists, epidemiologists, biostatisticians, or forensic scientists. Upon completion of the degree, students will understand how neurons work, how the human body responds to stimuli to and from the brain, the effects of drugs, the difference between mind and brain, and how to ask research questions and pursue answers connected to the brain and behavior.

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
CHEM 241 Organic Chemistry I	4
PSY/BADM 309 Statistics	4
PSY 354 Brain and Behavior	4
Total	20
Required Major Courses	**Credits**
BIOL 251 Genetics	4
BIOL 355 Introduction to Neurobiology	4
BIOL 394 Research in Biology	4

BIOL 482 Senior Capstone: Senior Seminar	2
STEM 371 Career Seminar	1
Total	15
Psychology Electives	Credits
Any PSY courses above 200 (select two)	6
Total	6
Biology Electives	Credits
Any BIOL courses above 210 (select two)	8
Total	8
Total in major	**57**
Recommended Courses *(needed for some graduate programs – consult advisor)*	Credits
CHEM 242 Organic Chemistry II	4
CHEM 287 Medicinal Chemistry	2
CHEM 332 Biochemistry I	3
CSCI 211 Programming I	4
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Precalculus A and B	4–8
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4

Minors

Biology Minor: 12 credits

12 credits above BIOL 151, 152

Forestry Minor: 14 credits

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 missions organizations. The forestry program at Houghton University allows students 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). The SUNY-ESF website should be consulted for definitive information on their forestry program.

SUNY-ESF Ranger School Required Prerequisites (courses taken at Houghton University: 32 credits)	**Credits**
ECON 210 Principles of Microeconomics *or* ECON 211 Principles of Macroeconomics	3
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL, CHEM, or PHYS – Science course with lab	4
MATH 181 Calculus 1 *or* MATH 170/171 Calculus I with Pre-calculus A and B	4–8
English with focus on writing (e.g., Writing in Liberal Arts)	6
Electives (Suggested areas: psychology, sociology, computer science, public speaking)	12
Total SUNY-ESF prerequisites	32–36
Forestry Minor – courses taken during fall semester at SUNY-ESF Ranger School – 14 credits transfer to Houghton University for minor	
Forest Ecology (This course, when counted for the minor, may NOT also be counted toward a Biology major.)	4
Dendrology	3
Introduction to Natural Resources Measurements	4
Remote Sensoring and Geographic Information Technology	3
8 credits of additional coursework are included in the program but do *not* transfer back to Houghton.	

Pre-Professional Preparation

Students interested in pursuing medical training in graduate school should seek out opportunities early in their time at Houghton to demonstrate a commitment to community service and to gain practical experience in the medical field. An example of the opportunities offered at Houghton University 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).

Nutrition and Dietetics Interest

Houghton University has a 3+3 articulation agreement with D'Youville University, under which students complete three years of study in a pre-health profession program with prerequisite courses (Biology-BA recommended; others upon consultation with pre-health professions director) at Houghton University, and then matriculate into D'Youville University's Nutrition and Dietetics didactic, pre-professional program (year 4) for 2 semesters. Courses completed during the didactic, pre-professional program at D'Youville will transfer as credits towards the completion of the Bachelor of Arts degree in Biology and fulfillment of the requirements for graduation from Houghton University. After graduation from Houghton University, students continue in the ACEND® accredited Nutrition and Dietetics Coordinated Program (CP) for 4 semesters (years 5 and 6 of study). Upon successful completion of all coursework and supervised practice requirements, students will earn a combined BS/MS in Nutrition and Dietetics and will be eligible to sit for the Commission on Dietetic

Registration, Examination for Registered Dietitians Nutritionists. Students pursuing guaranteed admission must submit a letter of intent to Houghton University by September 1 of the junior year of undergraduate study. The letter of intent does not guarantee a seat. A holistic review of all interested students in the junior year will occur by both Houghton and D'Youville. To qualify for admission to the BS/MS in Nutrition and Dietetics program at D'Youville University, Houghton University students must maintain a cumulative GPA of at least 2.5 and meet all other admission standards set forth by D'Youville University. Additional information can be obtained by contacting Dr. Jamie Potter.

Pre-Athletic Training Interest

Houghton University has a 4+2 (Bachelor's +2 MSAT) articulation agreement with Messiah University, under which students earn a bachelor's degree at Houghton University prior to matriculating into the Messiah University MSAT program. Houghton University students can select any Houghton University bachelor's degree as long as they successfully complete the Messiah University MSAT prerequisites. Students pursuing admission must submit all application documents and undergo a holistic review of their application by September 1 of the year prior to the start of the cohort at Messiah University. For consideration for admission into the Messiah University MSAT program, a Houghton University student must meet all of the admissions requirements, including an earned baccalaureate degree from Houghton University (including all require prerequisites), a minimum cumulative GPA of 3.0, a minimum prerequisite GPA of 3.0, required letters of recommendation, a personal statement, and CPR – Professional Rescuer certification. Additional information can be obtained by contacting Dr. Jamie Potter.

Pre-Chiropractic Interest

In partnership with the **Northeast College of Health Sciences (NECHS)**, formerly New York Chiropractic College (NYCC), Houghton undergraduate students that are interested in chiropractic medicine may obtain early acceptance into the DC program.

Students apply during their sophomore or junior year in order to obtain early acceptance into their DC program. Students pursing Biology (BIOL), Exercise Science (EXS), Chemistry (CHEM), and Biochemistry (BCHM), may qualify. Students must apply to NECHS within their first two years at Houghton of their intent to be eligible for direct acceptance. For those pursuing the BIOL, EXS, BCHM, or CHEM majors, students complete four years at Houghton University with a cumulative GPA of 3.0 and a minimum grade of 'C' on all required coursework.

For exceptional students, a 3+3 option is available to earn a BIOL or EXS degree in three years at Houghton, then begin three years of training at NECHS towards the DC degree. The GPA and course grade requirements are the same as the 4+3 program. Students who earn a GPA between 3.0 and 3.499 will be awarded the NYCC $1500 merit scholarship while those > 3.5 will be awarded the NYCC $2500 merit scholarship.

In partnership with **D'Youville University Department of Chiropractic**, students may earn a bachelor's degree in biology or exercise science at Houghton University plus a doctoral degree in chiropractic in 7 years. This 3+4 program prepares students to enter the medical field as a healthcare professional through a rigorous academic coursework, intentional service-minded orientation, and a faith-based holistic approach, all within the Christian liberal arts setting.

If a student wishes to pursue the 3+4 articulation pathway, they must submit a letter of intent to Houghton University by September 1 of their sophomore year. The Houghton Director of Pre-Health Professions will then notify the D'Youville University Executive Director of the Chiropractic Department of submitted letters of intent. Students may also complete your bachelors in a different major in 4 years and be eligible for the 4+4 articulation. Both pathways require specific coursework, a grade of C or above in all science courses, and an overall GPA of 2.5 for consideration.

Pre-Dentistry Interest

Houghton University has an Early Acceptance Program with Lake Erie College of Osteopathic Medicine (LECOM) for students to secure a seat in their dental program as early as their senior year in high school. Students must have proven academic abilities as demonstrated by their GPA, SAT/ACT score, and coursework. Students accepted into the program must maintain a GPA of at least 3.3 and earn grades of C or higher in prerequisite courses. Up to five seats are offered per admission year. Additional information can be obtained by contacting Dr. Jamie Potter.

Pre-Medical Interest

Allopathic (awarding an MD) and osteopathic (awarding a DO) medical schools continue to be highly competitive and require rigorous academics, exceptional acumen, preparation for the medical field, and dedication to community service. Admission committees seek individuals with demonstrated competencies and outstanding academic achievement at the undergraduate level.

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 students' chances of being accepted to medical school. Students considering medical school should expect to work diligently from the very beginning of their University 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 University 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 Descriptions section of this catalog.

Houghton University has an Early Acceptance Program with Lake Erie College of Osteopathic Medicine (LECOM) for students to secure a seat at LECOM in their osteopathic medical program as early as their senior year in high school. Students must have proven academic abilities as demonstrated by their GPA, SAT/ACT score, and coursework. Students accepted into the program must maintain a GPA of at least 3.3 and must earn grades of at least C in prerequisite courses. Up to five seats are offered per admission year. Additional information can be obtained by contacting Dr. Jamie Potter.

For further information about preparing for medical school, contact Dr. Jamie Potter.

Pre-Nursing Interest

Houghton University has a 3+1 agreement with Indiana Wesleyan University (IWU). Students interested in this program obtain a bachelor's degree of their choice in three years and then complete the one-year BS in Nursing (BSN) at IWU. Specific course requirements are listed below; students must achieve at least a 2.75 cumulative GPA and score 65% or higher on the Test of Essential Academic Skills. Prerequisites can vary widely for institutions offering BSN, accelerated BSN, MS in Nursing (MSN), or accelerated MSN degrees. 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 University, b.) enroll in an accelerated MSN degree after completing a BA or BS in another field at Houghton University, or c.) transfer to a BSN degree after completing two years at Houghton University.

Most students interested in pursuing nursing major in Biology or Chemistry, though many other majors are possible. If a student does not major in Biology or Chemistry, the prerequisite science, psychology, and math courses must still be taken.

An advantage to studying at Houghton University prior to pursuing a nursing degree is the availability of Global 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 University 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 I *and* II	4, 4
BIOL 242* Microbiology	4
BIOL 209 Introduction to Nutrition*	3
PSY/BADM 309 Statistics *or* MATH 181 Calculus I*	4
PSY 213 Developmental Psychology	3

*Course required for 3+1 IWU agreement

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.

Houghton University also has an accelerated bachelor of science in nursing (ABSN) agreement with D'Youville University. Students interested in this program obtain a bachelor's degree of their choice in three to four years at Houghton University, and then matriculate into D'Youville University's School of Nursing ABSN program for 15 months or 4 semesters to earn a Bachelor of Science in Nursing. Specific course requirements are listed below; students must achieve at least a 2.75 GPA, earn a C or higher in all pre-requisite science courses, and meet all other admission standards in the D'Youville University catalog. Upon successful completion of all coursework and supervised practice requirements, students will be eligible to sit for the NCLEX licensure examination.

D'Youville University Nursing Program Prerequisites	Credits
BIOL 217 *and* BIOL 218 Human Anatomy and Physiology I *and* II	4, 4
CHEM 151 General Chemistry I	4
BIOL 242 Microbiology	4
PSY/BADM 309 Statistics	4
PSY 213 Developmental Psychology	3

Pre-Nursing Interest with Global Studies

Students interested in the nursing profession in global service careers might consider taking the following courses in Global 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 I *and* II	4, 4
BIOL 242 Microbiology	4
BIOL 209 Introduction to Nutrition	3
BADM/PSY 309 Statistics	4
PSY 213 Developmental Psychology	3
Global Studies Courses	**Credits**
GBS 201 Introduction to Global Studies	3
GBS 243 Cultural Anthropology	3
INCL 210 Intercultural Competencies	3
INCL 311 Intercultural Experience	0–4
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	3
Various courses as advised by the Global Studies advisor: (MISS, REL, LING, INCL, GBS, BIBL, THEL options)	3–4

Pre-Occupational Therapy Interest

Houghton University has an agreement with D'Youville University for students to receive admission into D'Youville University's Master's Degree in Occupational Therapy (OT MS 4+3) program. Interested students who graduate or anticipate graduation from Houghton University in a pre-professional health track with pre-requisite coursework are guaranteed admission. Students pursuing guaranteed admission must submit a letter of intent to Houghton University by September 1 of the junior year of undergraduate study. The letter of intent does not guarantee a seat. A holistic review will occur of all interested students in their junior year by both Houghton and D'Youville programs. Applicants must have a minimum overall cumulative GPA of at least 3.0 and have a grade of "C" or better in all prerequisite courses. Preferred majors include Exercise Science – Graduate Track (BS), Biology (BA), Neuroscience (BS), or Biomedical Sciences (BS). Additional information can be obtained by contacting Dr. Jamie Potter.

Pre-Pharmacy Interest

Houghton University has articulation agreements with LECOM and D'Youville University School of Pharmacy (DYSOP) for students to gain entry into their respective PharmD programs prior to graduation from Houghton University. With the Early Acceptance Program at LECOM, students in high school and college can secure a

seat in their Doctor of Pharmacy program. Students must maintain high academic performance as demonstrated by their GPA, PCAT score, and prerequisite coursework. Up to five seats are offered per admission year.

With the DYSOP 3+4 articulation agreement, students will earn a bachelor's degree in Biochemistry or Biology at Houghton and a PharmD degree at DYSOP. Under this agreement, students will successfully complete three years of undergraduate study (99 credit hours) toward the BS in Biology or Biochemistry with pre-health professional training and then apply for admission to DYSOP in their junior year for the PharmD degree. The PharmD degree will be conferred at the completion of the program at DYSOP. DYSOP will offer up to 10 seats annually for qualified Houghton University students. If admitted into the PharmD program, all credits earned during the first year of the PharmD curriculum will be recognized by Houghton University and applied toward completion of the student's BS degree. Specific coursework will be required as part of the program to fulfill prerequisites of the 3+1 agreement. Additional information can be obtained by contacting Dr. Jamie Potter.

Pre-Physical Therapy Interest

Houghton University has an agreement with D'Youville University for students to receive admission into D'Youville University's Doctor of Physical Therapy (DPT 4+3) program. Interested students who graduate or anticipate graduation from Houghton University in a pre-professional health track with pre-requisite coursework are guaranteed admission. Students pursuing guaranteed admission must submit a letter of intent to Houghton University by September 1 of their junior year of undergraduate study. The letter of intent does not guarantee a seat. A holistic review will occur of all interested students in their junior year by both Houghton and D'Youville programs. Applicants must have a minimum overall cumulative GPA of at least 3.0, have a 3.20 in all prerequisite courses with no grade in any prerequisite course below a "B," and must complete 60 hours of documented physical therapy observation prior to acceptance at D'Youville University. Preferred majors include Exercise Science – Graduate Track (BS), Biology (BS or BA), Neuroscience (BS), or Biomedical Sciences (BS). Additional information can be obtained by contacting Dr. Jamie Potter.

Houghton University also has a Bachelor's +3 DPT agreement with Messiah University, which includes a bachelor's degree from Houghton University and the Doctor of Physical Therapy (DPT) degree from Messiah University. Houghton students can complete any undergraduate degree of their choice as long as they successfully complete the Messiah University DPT prerequisites. Two seats are reserved for qualified students, based on their academics. Applicants must maintain a minimum cumulative GPA of at least 3.5, a minimum prerequisite GPA of at least 3.5, submit an application with 3 letters of recommendation, score a minimum of 150 on both Verbal Reasoning and Quantitative Reasoning sections of the GRE, and complete 20 hours of observation or volunteer work in a physical therapy practice setting. Preferred majors include Exercise Science – Graduate Track (BS), Biology (BS or BA), Neuroscience (BS), or Biomedical Sciences (BS). Additional information can be obtained by contacting Dr. Jamie Potter.

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. Jamie Potter.

Business and Economics

Mark Borchert, Dean of Management and Creative Arts | http://www.houghton.edu/business/ | 585.567.9446 |

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

The Business and Economics Department offers a range of curricular options for students, including studies in accounting, economics, management, digital marketing, leadership, and human resources. The business programs combine foundational coursework in business, specialized classes in various areas, and training in practical business skills through internships and experiential and service-learning courses. Faculty members in the department combine a high level of academic training with extensive business experience as they help prepare students to be future business leaders.

Majors

Accounting (BS)
Business Administration (BS)
Business (AS)

Minors

Accounting
Business Administration
Economics
Integrated Marketing Communication
Leadership Studies

Graduate Program

Master of Business Administration (MBA)

Pre-Professional

4+1 Accelerated MBA

Faculty

Mark Borchert
Elianna McHenry
Jared Pemberton
Alex Wright

Graduate Program

Master of Business Administration (MBA)

(36 credits in the program)

The Houghton MBA program engages topics such as innovation and design, data analytics, social responsibility, ethics, global engagement, and the economic landscape of today's rapidly changing business markets, with the goal of developing transformative leaders with Christ-centered principles.

Core Requirements	Credits
MBA 501 Online MBA Orientation	0
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 Managerial Economics	3
MBA 630 Strategic Thinking and Plan Management	2
MBA 651 Integrated Project	1
Total	24
Elective Business Courses: 12 credits from the courses below	Credits
Elective credits may be used to count towards a concentration in one area below by taking 9 credits in that area. Select a minimum of 12 credits (four courses) from electives below. More may be selected if students have met MBA core course substitution requirements. See course descriptions for more details.	
Accounting	
MBA 526 Risk Management and Governance	3
MBA 528 Financial Statement Analysis	3
MBA 624 Ethics, Morality, and Social Responsibility	3
Artificial Intelligence	
MBA 580 Generative AI Use for Managers	3
MBA 581 Business Use Cases for AI	3
MBA 582 AI Governance & Ethics	3
MBA 583 Managing AI Projects	3
Business Analytics	
MBA 583 Managing AI Projects	3
MBA 584 Storytelling with Data	3
MBA 585 Spreadsheet Modeling for Decision-Making	3
MBA 586 Python for Business Analytics	3
Cybersecurity	
MBA 587 Information Governance, Risk Management, and Compliance	3
MBA 588 Network Architecture for Cyber Managers	3
MBA 589 Cyber Risk Management and Strategy	3
MBA 590 Executive Cyber Defense	3
Finance	

MBA 528 Financial Statement Analysis	3
MBA 591 Capital Markets & Investment	3
MBA 592 Frontiers of Finance	3
Healthcare Administration	
MBA 593 Structure and Economics of the U.S. Healthcare System	3
MBA 594 Management of Healthcare Organizations	3
MBA 595 Data Analysis for Healthcare Management	3
MBA 596 Healthcare Finance	3
Human Resources Management	
MBA 514 Leading for Higher Performance	3
MBA 526 Risk Management and Governance	3
MBA 624 Ethics, Morality and Social Responsibility	3
Additional Elective Options:	
MBA 525 Project Management	3
MBA 530 Enterprise Process Management	3
MBA 616 Entrepreneurship and the Lean Startup	3
MBA 618 Design-Thinking and Innovation	3
Total	min. 12
*Courses eligible for MBA elective course substitution. See individual course descriptions for detail.	
Total in program	**36**

Majors

Accounting Major

BS (60 credits)

Core Requirements (includes minor in Business Administration)	Credits
ACCT 211 Financial Accounting	3
ACCT 212 Managerial Accounting	3
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	1
ACCT 323 Tax Practicum, BADM 410 Business Startup Development, BADM 431 Security Analysis and Portfolio Management, *or* BADM 435 Consulting Practicum	1
BADM 201 Business Communication	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	4
BADM 310 Corporate Finance	3
BADM 330 Operations Management	3
BADM 407 Investment Management	3
BADM 481 Senior Capstone: Strategic Management	3
ECON 210 Principles of Microeconomics	3
ECON 211 Principles of Macroeconomics	3
Total in major	**60**
Elective double major in Accounting & Business Administration	
Business Elective (see list of BADM or ECON)	3
Business Elective (see list of BADM or ECON)	3
Business Elective (see list of BADM or ECON)	3
Total additional credits to earn elective double major	9

Sixty-two of the 124 undergraduate University 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: The Houghton Accounting major qualifies students to take the CMA exam.

Business Administration Major

BS (50 credits)

Core Requirements	Credits

ACCT 211 Financial Accounting	3
ACCT 212 Managerial Accounting	3
BADM 201 Business Communication	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	4
BADM 310 Corporate Finance *or* ECON 301 Money, Banking, & Financial Markets	3
BADM 314 Human Resources Management	3
BADM 421 Internship in Business	1
BADM 410 Business Startup Development, BADM 431 Security Analysis and Portfolio Management, BADM 435 Consulting Practicum, *or* ACCT 323 Tax Practicum	1
BADM 481 Senior Capstone: Strategic Management	3
ECON 210 Principles of Microeconomics	3
ECON 211 Principles of Macroeconomics	3
Total	39
Elective Business courses: select at 11 credits from the courses below	Credits
Elective credits may be used to develop an area of focus in one area below by taking 9 credits in that area. Some courses may be required for the area of focus.	
Accounting	
ACCT 311 Intermediate Accounting I *(required for area of focus)*	3
ACCT 312 Intermediate Accounting II *(required for area of focus)*	3
ACCT 314 Cost Accounting	3
ACCT 315 Auditing	3
ACCT 316 Federal Income Tax	3
ACCT 418 Advanced Accounting	3
Digital Marketing	
BADM/COMM 304 Social Media Marketing	3
BADM/COMM 312 Advertising Principles for Digital Media	3
BADM/COMM 315 Public Relations in the Digital Age	3

BADM 319 Marketing Research and Analytics	3
Leadership/Management	
BADM 320 Leadership Development *(required for area of focus)*	3
BADM 303 Entrepreneurship	3
BADM 325 Project Management	3
BADM 330 Operations Management	3
BADM/INCL 343 Multicultural Teams and Leadership	3
Additional Elective Options	
BADM 213 Business Law I *(if not taken in core)*	3
BADM 214 Business Law II *(if not taken in core)*	3
BADM 310 Corporate Finance *(if not taken in core)*	3
BADM 341 Work-Team Dynamics	3
BADM 345 Employment Law	3
BADM 407 Investment Management	3
BADM 446 Staffing and Performance Management	3
ECON 301 Money, Banking, & Financial Markets *(if not taken in core)*	3
Total in major	**50**

Internship: In addition to a one-hour practicum experience (ACCT 323, BADM 410, BADM 431, or BADM 435), an internship is required of all students majoring in Business Administration. 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 Administration majors are required to graduate with a minimum of 1 credit, but not more than 6 credits, 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 summer per-credit-hour tuition rates. 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 involve activity similar to that in the workplace. Examples of such courses include the following:

- 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 University. 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 – Business Startup Development – Students research and develop real-world business ideas. The goal is to begin to develop a business plan that allows students to pursue the launch of a small business. Students will also be given the opportunity to participate in a business pitch competition. Fulfills practicum requirement.
- BADM 435 – Consulting Practicum (Houghton Consulting Group) provides small teams of students with opportunities to work on consulting projects for client organizations. Fulfills practicum requirement.

These courses may be taken multiple semesters to meet both practicum and internship requirements.

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.

Business – Associate of Science

AS (minimum of 62 credits)

The AS in Business curriculum consists of 32 credits in General Education requirements, 15 credits in business, and 15 credits in related electives.

General Education	Credits
BIBL 101 Biblical Literature	3
THEL 209 Introduction to Christianity	3
WRIT 101 Writing in the Liberal Arts	3
Abstract and Quantitative Reasoning elective(s)	2–4
Art/Music elective(s)	2–4
Global Competence elective	3
Integrated Humanities electives	6
Natural Science elective(s)	2–4
Social Science elective(s)	3–6
INTS 102 First Year Seminar	0–1
Total	32
Business	**Credits**
ACCT 211 Financial Accounting	3
BADM 201 Business Communication	3

BADM 212 Principles of Management	3
BADM/COMM 218 Marketing Principles	3
ECON 210 Principles of Microeconomics	3
Total	15
Business Electives	Credits
Select a total of five courses for a minimum of 15 credits:	
Any BADM, ACCT, or ECON course	15
Total electives	15
Total in degree	**62**

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
Select 3 credits of ACCT electives	3
Total in minor	15

Business Administration Minor: 15 credits

Required Courses	**Credits**
ACCT 211 Financial Accounting	3
BADM 212 Principles of Management*	3
BADM 201 Business Communication, BADM 213 Business Law I, BADM 214 Business Law II, *or* BADM/PSY 309 Statistics*	3–4
BADM/COMM 218 Marketing Principles*	3
ECON 210 Principles of Microeconomics *or* ECON 211 Principles of Macroeconomics	3
Total in minor	**15–16**

*These courses meet Houghton University MBA prerequisites.

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 in minor	**15**

This minor aims to develop students' 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.

Digital Marketing Minor: 15 credits

Required courses	**Credits**
BADM/COMM 218 Marketing Principles	3
BADM/COMM 304 Social Media Marketing	3
BADM/COMM 312 Advertising Principles for Digital Media	3
BADM/COMM 315 Public Relations in the Digital Age	3
BADM 319 Marketing Research and Analytics	3
Total in minor	**15**

Leadership Studies Minor: 15 credits

Required courses	**Credits**
BADM 212 Principles of Management	3
BADM 320 Leadership Development	3
9 additional credits selected from the following (from at least two disciplines):	9
BADM 325 Project Management	3
BADM 341 Work Team Dynamics	3
BADM/INCL 343 Multicultural Teams and Leadership	3
COMM 216 Organizational Communication	3
MIN 317 Leadership in the Church	3
PSY/SOC 218 Social Psychology	3
SRWM 229 Outdoor Leadership Training	3
SRWM 300 Program Planning and Evaluation	3
THEL 331 Christian Ethics	3
Total electives	9
Total in minor	**15**

This cross-disciplinary minor in Leadership Studies can alternatively be earned by completing the LIFT (Leaders in Further Training) discipleship training program (offered by Camp of the Woods), with the addition of BADM 212: Principles of Management. Students can earn 12 credits through this program.

Pre-Professional Preparation

4+1 Accelerated MBA

Five Years, Two Degrees

Houghton University offers an accelerated pathway for qualified undergraduate business students to earn both the BS in Business and the Houghton MBA in as few as five years. This option allows students to begin graduate-level coursework during their undergraduate studies, and to transition seamlessly into the Houghton MBA program.

Undergraduate students with a cumulative GPA of at least 3.0 may apply to take up to nine credit hours of MBA-level coursework while still enrolled as an undergraduate, and prior to formal admission into the MBA program. These courses count toward undergraduate degree requirements. Upon successful completion and subsequent admission to the Houghton MBA, the corresponding graduate requirements, reducing the total number of credits required to complete the MBA.

This accelerated option enables motivated students to deepen their business preparation, reduce time to degree completion, and begin advanced professional study within the context of Houghton's integrated undergraduate and graduate business curriculum. Students should consult with their academic advisor and the MBA program director to determine eligibility, appropriate course selection, and timing.

Chemistry

Jill E. Jordan, Dean of Natural Sciences and Mathematics | https://www.houghton.edu/chemistry/ | 585.567.9264

The mission of the Chemistry programs at Houghton University is to thoroughly educate students in the theory, practice, and context of chemistry. Graduates will demonstrate core knowledge in various subdisciplines of chemistry. They will demonstrate proficiency with standard laboratory equipment, classical and synthetic laboratory techniques, modern instrumentation, and experimental design, use primary literature and chemical databases to search for and evaluate background information for current research topics, and be able to clearly present results of research and experiments through oral presentation and technical reports.

Majoring in Chemistry or Biochemistry at Houghton University prepares students for careers in one of the health professions or in chemistry. 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, 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 and Biochemistry graduates interested in nursing can enter an advanced accelerated nursing curriculum to complete an additional nursing degree in fewer than two more years.

Majors

Biochemistry (BA/BS)
Chemistry (BA)
Chemistry (BS)

Minor

Chemistry

Faculty

Paul Martino
John M. Rowley
Karen E. Torraca

Majors

Biochemistry Major

BA/BS (39 credits in core; 12–16 corequisite credits; 12 prerequisite credits)

Biochemistry is an excellent path toward entering one of the health professions or following a career in biochemical research. A Biochemistry major at Houghton University can lead to a career as a biomedical researcher, medical doctor, nurse, pharmacist or pharmacologist, nutritionist, physical therapist, or food chemist. For a full description of Pre-Health Professions, see the Biology department website.

A major in Biochemistry at Houghton University enables students 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 University contains a significant liberal arts component as well as its science component, the student may choose to pursue 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**
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4–8
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
Total	12–16
Core Requirements	**Credits**
BIOCHM 480 Capstone: Seminar in Biochemistry	1
BIOL 251 Genetics	4
BIOL 370 Molecular and Cell Biology	4
CHEM 241 Organic Chemistry I	4

BIOL elective course chosen from the following: BIOL 238 Introduction to Forensic Science BIOL 242 Microbiology BIOL 308 Introduction to Pharmacology BIOL 343 Microbial Ecology BIOL 344 Muscle Biology in Health and Disease BIOL 355 Introduction to Neurobiology BIOL 365 Immunology BIOL 372 Advanced Vertebrate Physiology BIOL 380 Pathogenic Microbes BIOL 382 Developmental Biology BIOL 384 Cancer Cell Biology BIOL 393 Summer Collaborative Research in Biology BIOL 394 Research in Biology	4
CHEM 242 Organic Chemistry II	4
CHEM 278 Chemical Instrumentation in Research	4
CHEM 287 Medicinal Chemistry *or* CHEM 286 Special Topics in Chemistry	2
CHEM 332 Biochemistry I	3
CHEM 333 Biochemistry II	3
CHEM 334 Biochemistry Lab I	1
CHEM 335 Biochemistry Lab II	1
CHEM 352 Physical Principles of Chemistry	3
STEM 371 Career Seminar	1
Total	39
Total in major (not including prerequisites)	**63–67**
Recommended Courses *(required for some graduate programs – consult advisor)*	Credits
CSCI 211 Programming I	4
BADM/PSY 309 Statistics	4

Research strongly encouraged

Chemistry Major

BA (17 credits in core; 16–20 corequisite credits; 8 prerequisite credits)

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 General Chemistry I	4

CHEM 152 General Chemistry II	4
Total	8
Corequisites	**Credits**
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4–8
MATH 182 Calculus II	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
Total	16–20
Core Requirements	**Credits**
CHEM 241 Organic Chemistry I	4
CHEM 242 Organic Chemistry II	4
CHEM 277 Analytical Chemistry *or* CHEM 278 Chemical Instrumentation in Research	4
CHEM 352 Physical Principles of Chemistry	3
CHEM 482 Senior Capstone: Chemistry Seminar	1
STEM 371 Career Seminar	1
Total	17
Additional Recommendations for Secondary Teachers (select one option)	**Credits**
PHYS 2XX–Physics electives for New York State teaching certification in physics	10
BIOL XXX Biology electives for New York State teaching certification in biology	18
Total in major	**41–45**

Chemistry Major

BS (36 credits in core; 20–24 corequisite credits; 8 prerequisite credits)

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

Prerequisites	**Credits**
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
Total	8
Corequisites	**Credits**
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4–8
MATH 182 Calculus II	4

MATH 225 Multivariate Calculus *or* MATH 241 Differential Equations	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
Total	20–24
Core Requirements	Credits
CHEM 241 Organic Chemistry I	4
CHEM 242 Organic Chemistry II	4
CHEM 277 Analytical Chemistry	4
CHEM 278 Chemical Instrumentation in Research	4
CHEM 286 Special Topics in Chemistry *or* CHEM 287 Medicinal Chemistry	2
CHEM 361 Physical Chemistry I	4
CHEM 362 Physical Chemistry II	4
CHEM 482 Senior Capstone: Chemistry Seminar	1
STEM 371 Career Seminar	1
8 additional credits in chemistry selected from courses numbered above 300, including at least one of the following:	8
CHEM 332 Biochemistry I	3
CHEM 343 Advanced Organic Chemistry	3
CHEM 453 Advanced Inorganic Chemistry	3
Total	36
Total in major	**64–68**

Research strongly encouraged.

Minor

Chemistry Minor: 12 credits

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

Communication

Mark Borchert, Dean of Management and Creative Arts | https://www.houghton.edu/communication/ | 585.567.9446

The Communication academic programs aim to develop the character and intellect of students, equipping them with skills to be Christ-like scholar-servants who effectively communicate messages in an everchanging world.

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 ethical, sensitive to the audience, and help to solve real-world problems.

Majors

Communication (BA/BS)
Communication with Concentration in Digital Media Marketing (BA/BS)
Communication with Concentration in Media Arts and Visual Communication (BA/BS)
Communication with Concentration in Rhetorical Communication (BA/BS)

Minor

Communication

Faculty

Mark Borchert
Ryann Cooley
Douglas M. Gaerte
David M. Huth
Madison T. Murphy

Majors

Communication Major

BA/BS (19 credits in core; 17–28 credits of elective courses)

Core Requirements	Credits
COMM 101 Presentational Speaking	2
COMM/ART 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	3
Total	19
Elective Courses	**Credits**
In consultation with an advisor, the student should choose seven elective courses with a COMM prefix.	
Total	17–28
Total in major	**36–47**

Communication Major with Concentration in Digital Media Marketing

BA/BS (19 credits in core; 23 credits in concentration*)

The Communication major with a concentration in Digital Media Marketing 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 for-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.

Core Requirements	Credits
COMM 101 Presentational Speaking	2
COMM/ART 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	3
Total	19
Concentration Courses – Required Core	**Credits**
COMM/BADM 218 Marketing Principles	3
COMM/BADM 304 Social Media Marketing	3
COMM/BADM 312 Advertising Principles for Digital Media	3
COMM/BADM 315 Public Relations in the Digital Age	3
BADM 319 Marketing Research and Analytics	3
Total	15
Concentration Electives	**Credits**
3 COMM elective courses, selected in consultation with the advisor	8
Total in concentration	23*
Total in major and concentration	**42**

*Concentration may exceed 23 credits; COMM 289/389/489 Internship is offered as 0–4 credits

Communication Major with Media Arts and Visual Communication

BA/BS (19 credits in core; 24–28 credits in concentration)

This Communication major with a concentration in Media Arts and Visual Communication 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 combines media theory, critical analysis, and cultural application 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.

Core Requirements	Credits
COMM 101 Presentational Speaking	2
COMM/ART 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	3
Total	19
Concentration Courses – Required	**Credits**
COMM 243/ART 245 Graphic Design I	4
COMM/ART 284 Introduction to Digital Imaging	4
COMM/ART 228 Digital Video I *or* COMM/ART 224 Motion Media Design and Animation I	4
Total	12
Concentration Electives	**Credits**
Four electives (at least 12 credits) selected from:*	
COMM/MUS 207 Introduction to Pro Tools	3
COMM/MUS 208 Pro Tools Production I	3
COMM/ART 224 Motion Media Design and Animation I	4
COMM/ART 228 Digital Video I	4
COMM 232 Introduction to Web Communication	4
COMM/ART 240 Introduction to 3D Computer Graphics	4
COMM/ART 283 Introduction to Digital Photography	4
COMM 289, 389, 489 Internship	0–4
COMM 295, 395, 495 Special Topics	2–4
COMM 314 New Media and Society	3
COMM/ART 323 Motion Media Design and Animation II	4

COMM 328 Digital Video II	4
COMM/ART 345 Graphic Design II	4
COMM/ART 380 Lighting for the Still and Moving Image	4
COMM/ART 382 Advanced Topics in Photography	4
COMM/ART 384 Digital Imaging II	4
COMM 410 Media Arts: Advanced Projects	4
COMM/ART 479 Professional Practices in Photography	4
WRIT 304 Screenwriting	3
*At least 8 credits of electives must be taken at the 300 level or above.	
Total	12–16
Total in major and concentration	**43–47**

Communication Major with Rhetorical Communication

BA/BS (19 credits in core; 19–25 credits in concentration)

For more than 2,000 years, the study of communication was the study of rhetoric. The Rhetorical Communication concentration 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.

Core Requirements	Credits
COMM 101 Presentational Speaking	2
COMM/ART 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	3
Total	19

Concentration Courses – Required	Credits
COMM 316 Advanced Presentational Speaking	2
COMM 319 American Public Address	3
Total	5
Concentration Electives	**Credits**
Five electives (at least 14 credits) chosen from:	
COMM 244 Techniques of Oral Performance COMM 289, 389, 489 Internship COMM 291, 391, 491 Independent Study COMM 295, 395 Special Topics MIN 324 Preaching and the Church PHIL 222 Logic and Critical Thinking WRIT 214 Literary Non-Fiction WRIT 216 Print Journalism WRIT 217 Professional Writing WRIT 312 Writing for Social Change	
Total	14–20
Total in major and concentration	**38–44**

Minor

Communication Minor: 12–15 credits

Required Courses	**Credits**
COMM 205 Introduction to Communication Theory	3
Three additional courses with COMM prefix for at least 9 credits total	9–12
Total in minor	**12–15**

Education

Michele Vanasse, Dean of Education & Behavioral Sciences | https://www.houghton.edu/education/ | 585.567.9308

Houghton University'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. The department 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 four program strands: Adolescence Education, Adolescent Education and SWD, Childhood Education and SWD, 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.

Graduate Program

Teaching Adolescent Education (7-12) – Master of Arts in Teaching
Literacy Education – Master of Science in Education

Undergraduate Program

Majors

Adolescence Education (ADE) (BA)
Adolescent Education (7-12) and SWD (PK-12) (BA/BS)
Childhood Education (1-6) and SWD (PK-12) (BS)*
Music Education (with a vocal or instrumental emphasis, MEI, MEV) (BMus)
**Must be accompanied by a concentration of at least 30 credits. See options listed below.*

Concentration Options for Childhood Education and SWD Majors:

Childhood Ed. and SWD with Art Concentration
Childhood Ed. and SWD with Communication Concentration
Childhood Ed. and SWD with English Concentration
Childhood Ed. and SWD with Global Studies Concentration
Childhood Ed. and SWD with Humanities Concentration
Childhood Ed. and SWD with Mathematics Concentration
Childhood Ed. and SWD with Math & Science Concentration
Childhood Ed. and SWD with Music Concentration
Childhood Ed. and SWD with Science Concentration
Childhood Ed. and SWD with Social Studies Concentration
Childhood Ed. and SWD with Writing Concentration

Minor

Education

Faculty

Julia Bensley	Martin J. Coates	Emily Meloon
Michele Vanasse	Craig Whitmore	

General Information

Admission to the path within the Houghton University Teacher Education area is by application, and is determined by two faculty recommendations and an interview with the education faculty. 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 university 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 do the following:

- Complete an application (completed in EDUC 202)
- Submit two faculty recommendations
- Complete an interview with the teacher education faculty
- Successfully complete the writing sample assessment
- Present a cumulative GPA of at least 2.5
- Demonstrate acceptable evidence of professional disposition
- Receive formal approval from the Teacher Education Committee

For entry into upper-level education courses (courses numbered 300 and higher), a student must do the following:

- Be admitted to the teacher education area
- Successfully complete specified 200-level coursework in education (Adolescence Education (ADE)/Adolescent Education (7-12) and SWD (PK-12) majors must complete EDUC 219, 235, and 240; Childhood Education (1-6) and SWD (PK-12) majors must complete MATH 114, and EDUC 219, 235, and 240; students in ALL teacher education strands [Adolescence Education (ADE), Adolescent Education (7-12) and SWD (PK-12), Childhood Education (1-6) and SWD (PK-12), and Music Education (with a vocal or instrumental emphasis: MEI, MEV)] 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 a professional disposition
- 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 do the following:

- 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
- Successfully complete 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 a 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 Adolescent Education and SWD 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.

Student Teaching Policy: Recognizing the importance of academic responsibility during teacher training and the challenges inherent to 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 University 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, Adolescent Education and SWD, Childhood Education and SWD, 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 Julie Bensley to ensure that they have accurate/current information regarding New York State certification requirements. 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 University 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 a student may submit a petition for consideration to work under the following guidelines:

- The student has shown a history of responsible behavior with respect to course requirements and Department of Education guidelines.
- The student presents a formal written proposal to the Teacher Education Committee, 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.

The Teacher Education Committee will review the proposal and grant permission accordingly.

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 Julie Bensley 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 Julie Bensley for information about the petition process.

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

Graduate Programs

Teaching Adolescent Education (7-12)

MAT (30–39 credits in the program)

Core Requirements	Credits
LEDU 500 Language & Literacy for Diverse Learners	3
LEDU 510 Multiple Literacies Across the Content Areas	3
MEDU 502 Topics in Professionalism	0
MEDU 503 Workshop in Child Abuse & Identification	0
MEDU 504 Workshop in School Violence	0
MEDU 505 Workshop: DASA	0
MEDU 506* Educating Students with Exceptional Learning Needs	3
MEDU 512 Curriculum & Assessment in Inclusive Classrooms	3
MEDU 517* Foundations of Education	3
MEDU 519* Educational Psychology	3
MEDU 520 Internship with Seminar	2
MEDU 530 General Methods	3
Select one of the following:	
MEDU 532 Secondary Teaching Methods: English	3
MEDU 533 Secondary Teaching Methods: Foreign Language	3
MEDU 534 Secondary Teaching Methods: Mathematics	3
MEDU 535 Secondary Teaching Methods: Science	3
MEDU 536 Secondary Teaching Methods: Social Studies	3

MEDU 540 Reflective Teaching Capstone (Portfolio)	1
MEDU 600 Student Teaching & Certification Orientation	0
MEDU 603 Seminar in Content Area Research	3
MEDU 605 Research in Culturally Responsive Pedagogies in Diverse Settings	3
MEDU 606 Student Teaching 1	3
MEDU 607 Student Teaching 2	3
*MEDU 506 is waived if EDUC 325 was taken as an undergraduate student *MEDU 517 is waived if EDUC 217 was taken as an undergraduate student *MEDU 519 is waived if EDUC 219 was taken as an undergraduate student	
Total in program	**30–39**

Literacy Education

MSEd (36 credits in the program)

Core Requirements	Credits
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
*This course is restricted to Houghton University 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.	
Total in program	**36**

Undergraduate Program Majors

Adolescence Education (7–12) Major

BA (41 credits)

This major prepares students to teach at the secondary level (grades 7 through 12) in one of the following subjects: history (with augmented requirements for social studies), biology, chemistry, English, mathematics, or 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) EDUC 235, 240, and 3XX.

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

Major Requirements	Credits
EDUC 202 Topics in Professionalism	0
EDUC 217 Foundations of Education	3
EDUC 219 Educational Psychology	3
EDUC 223 Adolescent Literature	3
EDUC 235 Educating Students with Exceptional Learning Needs	3
EDUC 240 Teaching in Urban America	2
EDUC 313 Language, Literacy, and Curriculum Integration for Diverse Learners	3
EDUC 322 Inclusive Adolescence Practicum I	1
EDUC 323 Inclusive Adolescence Practicum II	1
EDUC 331 Secondary Teaching: General Methods	2
EDUC 338 Curriculum & Assessment in Inclusive Secondary Classrooms	4
EDUC 33X Secondary Teaching: Content Methods *(select one):*	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	**41**

Adolescent Education (7-12) and SWD (PK-12) Major

BA/BS (45 credits in core; 24 corequisite credits)

This major prepares candidates to teach students with disabilities at the secondary level (grades 7 through 12) across content areas and leads to the Students with Disabilities 7–12 Generalist certificate. This major includes 24 corequisite credits in the core content areas. Grades for these 24 credits 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) EDUC 235, 240, and 33X.

Students pursuing a teaching certificate at the secondary level must complete a second major in one of the following areas: History (with augmented requirements 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) EDUC 235, 240, and 33X.

The Students with Disabilities (All Grades) Certificate permits individuals to teach students with disabilities in pre-Kindergarten through grade 12 in New York State public schools. For Students with Disabilities (All Grades) programs, the content core consists of a major comprising 30 semester hours in one or more liberal arts and sciences disciplines. In addition, candidates are required to complete a minimum of six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science. *Note: careful selection of General Education courses during advising can minimize total additional credits for this corequisite.*

Major Requirements	Credits
EDUC 202 Topics in Professionalism	0
EDUC 217 Foundations of Education	3
EDUC 219 Educational Psychology	3
EDUC 223 Adolescent Literature	3
EDUC 235 Educating Students with Exceptional Learning Needs	3
EDUC 240 Teaching in Urban America	2
EDUC 313 Language, Literacy, and Curriculum Integration for Diverse Learners	3
EDUC 322 Inclusive Adolescence Practicum I	1
EDUC 323 Inclusive Adolescence Practicum II	1
EDUC 325 Issues in Inclusive Education I	2
EDUC 331 Secondary Teaching: General Methods	2
EDUC 338 Curriculum & Assessment in Inclusive Secondary Classrooms	4

EDUC 33X Secondary Teaching: Content Methods *(select one):*	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 425 Issues in Inclusive Education II	2
EDUC 485 Senior Capstone: Seminar on Reflective Teaching	2
Total	45
Corequisite courses	
Math (*chosen under advisement*; STEM 140 can meet 2 credits)	6
English (*chosen under advisement)*	6
History & Social Science (*chosen under advisement*; must represent two different social science disciplines: ANTH, ECON, HIST, POLS, SOC)	6
Science (*chosen under advisement*; must represent two different natural science disciplines: BIOL, CHEM, or PHYS. If a STEM course is selected, it must represent a different discipline than the 4-credit science course)	6
Total	24
Total in major	**69**

Childhood Education (1-6) and SWD (PK-12) Major

BS (54 credits in core; 24 corequisite credits*; min. 30 credits 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) MATH 114, and EDUC 221, 235, 240, and 314.

The Students with Disabilities (All Grades) Certificate permits individuals to teach students with disabilities in pre-Kindergarten through grade 12 in New York State public schools. For Students with Disabilities (All Grades) programs, the content core consists of a major comprising 30 semester hours in one or more liberal arts and sciences disciplines. In addition, candidates are required to complete a minimum of six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science. **Note: careful selection of General Education courses during advising can minimize total additional credits for this corequisite.*

Major Requirements	Credits
EDUC 202 Topics in Professionalism	0
EDUC 217 Foundations of Education	3
EDUC 219 Educational Psychology	3
EDUC 221 Children's Literature	3
EDUC 235 Educating Students with Exceptional Learning Needs	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
MATH 114 Mathematical Concepts and Reasoning	4
Total	54
Second major or concentration chosen from list below	30–32
Total in major and concentration	**84–86**
Corequisite courses *(chosen under advisement)*	
Math:	6
(4) MATH 114 Mathematical Concepts and Reasoning	
(2) STEM 140/MATH 140 Reason & Abstraction	
English:	6
(3) WRIT 101 Writing in the Liberal Arts	

(3) HUM 102/ENGL 102 Enduring Questions: Early Modern World	
History & Social Science (*chosen under advisement*; must represent two different social science disciplines: ANTH, ECON, HIST, POLS, SOC):	6
(3) HUM 201/HIST 199 Enduring Questions: The Modern World	
(3) ANTH, ECON, POLS, or SOC	
Science (*chosen under advisement*; must represent two different natural science disciplines: BIOL, CHEM, or PHYS. If a STEM course is selected, it must represent a different discipline than the 4-credit science course):	6
(2) STEM 141 Science as a Human Endeavor	
(2) STEM 142 Science and Society	
(2) A third course in Science	
Corequisite total (see note above*)	**24**

Students will choose either a) a concentration in Art, Communication, English, Humanities, Global Studies, Mathematics, Mathematics & 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, Global Studies, Mathematics, 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 Childhood Education (1-6) and SWD (PK-12) major does not lead to certification to teach art or music.)

Childhood Education (1-6) and SWD (PK-12) Major with Art Concentration

BS (54 credits in core [see above]; min. 32 credits in concentration)

See the Childhood Ed. and SWD Major for the major requirements.

Art Concentration Requirements	Credits
Studio Foundation	
ART 131 Introduction to Visual Arts	2
ART 241 Two-Dimensional Design	2
ART 242 Three-Dimensional Design	2
ART 211 Drawing I	2
Art History (*select at least three courses from the following*)	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**

Childhood Education (1-6) and SWD (PK-12) Major with Communication Concentration

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

See the Childhood Ed. and SWD Major for the major requirements.

Concentration Requirements	Credits
COMM 101 Presentational Speaking	2
COMM 115 Foundations of Digital Communication (2 cr.) *or* COMM 270 Effective Information Design (3 cr.) *(COMM 115 is strongly recommended for students who wish to do more extensive studio work with their electives)*	2–3
COMM 205 Introduction to Communication Theory	3
COMM 214 Introduction to Mass Media	3
COMM 215 Interpersonal Communication	3
COMM 314 New Media and Society	3
Total	16–17
Concentration Electives	**Credits**
13-14 credits selected from the courses below, for a total of at least 30 credits in the concentration.	
Non-studio Elective Courses:	
COMM 216 Organizational Communication	3
COMM 225 Intercultural Communication	3
COMM 244 Techniques of Oral Performance	3
COMM 316 Advanced Presentational Speaking	2
COMM 319 American Public Address	3
COMM 330 Conflict Management	3
Studio/Digital Media Elective Courses:	
COMM 115 Foundations of Digital Communication *(if not taken as an option in required courses)*	
COMM 224 Motion Media Design and Animation I	4
COMM 228 Digital Video I	4

COMM 240 Introduction to 3D Computer Graphics	4
COMM 243 Graphic Design I	4
COMM 258 Visual Personal Narrative	3
COMM 270 Effective Information Design *(if not taken as an option in required courses)*	3
COMM 283 Introduction to Digital Photography	4
COMM 284 Introduction to Digital Imaging	4
COMM 295/395 Special Topics (with advisor approval)	2–4
COMM 345 Graphic Design II	4
COMM 360 Applied Video Projects	4
Total	13–14
Total in concentration	**30**

Childhood Education (1-6) and SWD (PK-12) Major with English Concentration

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

See the Childhood Ed. and SWD Major for the major requirements.

Prerequisite (*Select one course from the following*)	Credits
WRIT 101 Writing in the Liberal Arts	3
ENGL 301 Critical Approaches to Literature	3
Total	3
Core Requirements	**Credits**
One course before 1700 (*options include*): ENGL 311 British 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 British Fiction ENGL 390 Special Topics in Literature as approved for this category	3

Major Author (*options include*): ENGL 335 Major Author: Jane Austen, Emily Dickinson, John Milton, the Brontës, etc. ENGL 350 Major Author: Shakespeare	3
Total	12
Concentration 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**

Childhood Education (1-6) and SWD (PK-12) Major with Global Studies Concentration

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

See the Childhood Ed. and SWD Major for the major requirements.

Core Requirements	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 school dean(s).	
GBS 201 Introduction to Global Studies	3
GBS/SOC 243 Cultural Anthropology	3
INCL 210 Intercultural Competencies	3
Total	9
Concentration Electives	Credits
Select additional elective courses with input from advisor(s) to reach 30 credits total in concentration *(suitable electives are any courses that could be counted towards the Global Studies major):*	
Suggested elective courses: HUM 210 Introduction to Global Humanities, INCL 311 Intercultural Experience, INCL/COMM 225 Intercultural Communication, POLS 230 Introduction to International Relations	
Elective courses that could be counted towards Global Studies major	
Total	21
Total in concentration	**30**

Childhood Education (1-6) and SWD (PK-12) Major with Humanities Concentration

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

See the Childhood Ed. and SWD Major for the major requirements.

Core Requirements	Credits
HUM 101 Enduring Questions: The Ancient and Medieval World	3
HUM 102 Enduring Questions: Early Modern World	3
HUM 201 Enduring Questions: The Modern World	3
Total in required courses	9
Concentration Electives (to reach 30 credits total for concentration)	**Credits**
Select additional elective courses with input from advisor(s) to reach 30 credits total in concentration. Courses numbered 210 or higher are to be drawn from the following prefixes: BIBL, ENGL, HIST, HUM, MHS, PHIL, REL, and THEL. Also eligible are courses in art history and foreign languages. Other appropriate courses may be used with the approval of the Dean of Religion, Humanities, and Global Studies. Note: Courses must be drawn from **at least four** different disciplines with no more than four courses from a single discipline counting towards the major.	
Total	21
Total in concentration	**30**

Childhood Education (1-6) and SWD (PK-12) Major with Mathematics Concentration

BS (50 credits in core; min. 30 credits in concentration)

See the Childhood Ed. and SWD Major for the major requirements.

Mathematics Courses	Credits
MATH 114 Mathematical Concepts and Reasoning	4
MATH 181 Calculus I	4
MATH 182 Calculus II	4
MATH 210 Introduction to Proofs	2
Total	14
Mathematics and Computer Science Electives	**Credits**
Select courses from the following:	
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**

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

Childhood Education (1-6) and SWD (PK-12) Major with Mathematics and Science Concentration

BS (50 credits in core; min. 30 credits in concentration)

See the Childhood Ed. and SWD Major for the major requirements.

Mathematics Courses	Credits
MATH 114 Mathematical Concepts and Reasoning	4
MATH 181 Calculus I	4
MATH 210 Introduction to Proofs	2
MATH elective(s) **The intent is that math elective(s) should be at the 200 level or higher. With permission from the Deans of the School of Education and Behavioral Science and the School of Natural Sciences and Mathematics, STEM 140 may be a permissible option.*	4
Total	min. 14*
Science Courses (s*elect courses from at least two of the three following areas*)	Credits
Biology	
BIOL elective 151 or higher (if prerequisites are met)	4
BIOL elective 151 or higher (if prerequisites are met)	4
STEM 141/142 course taught by biology faculty**	2
Chemistry	
CHEM elective 151 or higher (if prerequisites are met)	4
CHEM elective 151 or higher (if prerequisites are met)	4
STEM 141/142 course taught by chemistry faculty**	2
Physics	
PHYS elective 151 or higher (if prerequisites are met)	4
PHYS elective 151 or higher (if prerequisites are met)	4
STEM 141/142 course taught by physics faculty**	2
***Up to 3 STEM 141/142 courses with different subtitles may be taken for a total of 6 credits.)*	
Total	min. 14*
*Math/science courses must be selected to reach the 30-credit minimum for the concentration.	min. 2*
Total in concentration	**min. 30**

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

Childhood Education (1-6) and SWD (PK-12) Major with Music Concentration

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

See the Childhood Ed. and SWD Major for the major requirements.

Required Courses	Credits
MUS 250 Music in Christian Perspective	2
Music Theory and Musicianship Studies	**Credits**
MED 211 Language Acquisition & Literacy Development in the Music Classroom	2
MTH 101 Music Fundamentals Review (option to test out)	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
Total	14–17
Music Literature, Stylistic, and Historical Studies	**Credits**
MED 351 Elementary School Methods	2
MHS 256 Music & Global Cultures in Christian Perspective	3
MHS 280 Music History and Literature II	3
MLT 211 Introduction to Music and Listening	3
Total	11
Ensemble Participation – Minimum four semesters of participation in major ensemble with or without credit (credit does not count toward 30-credit minimum)	**Credits**
Total	0
Electives (take electives from the list below, if needed, to reach at least 30 credits)	**Credits**
MHS 230 Music History I	3
MHS 490 Topics in Music History	3
MLT 4XX Instrumental/Vocal Literature	2
Total	0–3
Total in concentration	**min. 30**

Childhood Education (1-6) and SWD (PK-12) Major with Science Concentration

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

See the Childhood Ed. and SWD 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 three 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. 30**

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

Childhood Education (1-6) and SWD (PK-12) Major with Social Studies Concentration

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

See the Childhood Ed. and SWD Major for the major requirements.

History Courses (any History electives)	Credits
HIST elective	3
HIST elective	3
HIST elective	3
HIST elective	3
HIST elective	3
Total	15*

Political Science	Credits
Select one of the following courses: POLS 205 In Search of Justice (meets Gen. Ed. requirement) POLS 220 The American Political System POLS 375 Immigration and Citizenship	
Total	3*
Economics	**Credits**
Select one of the following courses: ECON 210 Principles of Microeconomics ECON 211 Principles of Macroeconomics	
Total	3*
Social Science	**Credits**
Select three or more of the following classes (must total 9 credits) upon consultation with your advisor: Any ECON course numbered 210 or above Any POLS course numbered 204 or above GBS 201 Introduction to Global Studies GBS/SOC 243 Cultural Anthropology (meets a Gen. Ed. requirement) PSY 213 Developmental Psychology SOC 101 Introduction to Sociology: Sociological Imagination (meets a Gen. Ed. requirement)	
Total	9
*Additional social science courses should be selected to reach the 30-credit minimum for the concentration.	
Total in concentration	**min. 30**

Childhood Education (1-6) and SWD (PK-12) Major with Writing Concentration

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

See the Childhood Ed. and SWD Major for the major requirements.

Prerequisite (*select one course from the following*)	Credits
WRIT 101 Writing in the Liberal Arts *or* ENGL 301 Critical Approaches to Literature	3
Total	3
Note: Students entering Houghton University with demonstrated *writing competency* 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 Requirements	**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 school dean(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
Select additional ENGL/WRIT elective courses with input from advisor(s). *ENGL 202 Literary Voices is an acceptable elective for this concentration. *Up to 6 credits of ENGL electives are permissible.	
Total	15–18*
*Courses should be selected to reach the 30-credit minimum for the concentration.	
Total in concentration	**30**

Minor

Education Minor: 14–16 credits

Required Courses	**Credits**
EDUC 217 Foundations of Education	3
EDUC 219 Educational Psychology	3
EDUC 235 Educating Students with Exceptional Learning Needs	3
Total	9
Electives – *Select two of the following courses,* in consultation with an Education Department faculty member.	
EDUC 221 Children's Literature	3
EDUC 223 Adolescent Literature	3
EDUC 240 Teaching in Urban America	2
MATH 114 Mathematical Concepts and Reasoning	4
Total in minor electives	5–7
Total in minor	**14–16**

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

Peter Meilaender, Dean of Religion, Humanities, and Global Studies | https://www.houghton.edu/english-and-writing/ | 585.567.9429

The majors in English and Writing help students understand the creative, interpretive, and scholarly aspects of literature and other texts from the perspective of a reader, student, and writer, with attention to the significance of the written word as a form of Christian expression.

The English major provides students with a 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 studies.

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 (BA)
Writing (BA/BS)

Minors

English
Writing

Faculty

Laurie A. Dashnau
Jonathan Gates
Susan Bruxvoort Lipscomb
Jesse Sharpe

Majors

English Major

BA (33 credits)

Core Requirements	Credits
ENGL 301 Critical Approaches to Literature	3
One course in literature before 1700 *(examples below):* ENGL 213 British Literature I ENGL 311 British 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 in literature between 1700 and 1900 *(examples below)*: 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 ENGL 390 Special Topics in Literature as approved for this category	3

One course in literature from 1900 to the present *(examples below)*: ENGL 315 Modern and Contemporary Drama ENGL 320 Modern and Contemporary British Poetry ENGL 321 Modern and Contemporary British Fiction ENGL 361 Contemporary World Literature ENGL 390 Special Topics in Literature as approved for this category	3
One Major Author course *(examples below)*: ENGL 335 Major Author: Jane Austen, Emily Dickinson, John Milton, The Brontës, etc. ENGL 350 Major Author: Shakespeare	3
ENGL 401 Senior Capstone in English	3
Total	18
Electives	Credits
ENGL or WRIT courses, 200-level or above (max. 9 credits in WRIT)	15
Total in major	**33**

Writing Major

BA/BS (30 credits)

Core Requirements	Credits
Select three from the following course options, to total 9 credits	
WRIT 211 Narrative and Personal Essay WRIT 214 Literary Nonfiction WRIT 301 Fiction WRIT 302 Poetry	9
WRIT 401 Senior Capstone in Writing	3
Total Core Requirements	12
Electives	Credits
WRIT or ENGL courses, 200-level or above (max. 9 credits in English)	18
Total in major	**30**

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

Minors

English Minor: 12 credits

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

Writing Minor: 12 credits

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

General Education

John Rowley, Director
https://www.houghton.edu/undergraduate/majors/academics/

Houghton University General Education Requirements

The core of a liberal arts education at Houghton is found in the University'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, in the words of the Houghton University mission statement, "equip students to lead and labor as scholar-servants in a changing world."

The General Education requirements consist of nine course content areas: Biblical and Theological Studies, Abstract and Quantitative Reasoning, Natural Science, Writing, Integrated Humanities, Social Science, Art and Music, Wellness, and Global Competence.

The specific outlines for the BA/BS/BFA and BMus degrees can be found below. These outlines can also be accessed on the Registrar's Office website. For more information on General Education Requirements for transfer students, see the Transfer Admission Information section of this catalog.

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)	*THEL 209 met by Honors in London*
	Additional BIBL or THEL course (3)	
	Abstract and Quantitative Reasoning	
2–4	*Select one of the following:*	*Also met by Science Honors*
	STEM 140 Reason & Abstraction (2)	
	DSCI 151 Data Science for Beginners (3)	
	DSCI 152 Data Science Fundamentals (3)	
	MATH course numbered 160 or higher (2–4)	
	Natural Science	
4	STEM 141 Science as a Human Endeavor (2)	*Entire category met by Science Honors, completing science major or minor, 16 credits of lab science courses, or BIOL 207*
	STEM 142 Science and Society (2)	
	Writing	
6	WRIT 101 Writing in the Liberal Arts (3)*	**Also met by SAT verbal score greater than 600, ACT Writing score greater than 26, or Honors in London*
	One Writing-Enriched Course (from the following):^	
	BADM 319 Marketing Research and Analytics	

	BADM 481 Strategic Management	*^Also met by Honors in London* *[+]Both Music History and Literature 1 and 2 must be taken to fulfill the Writing-Enriched requirement.*
	BIBL/THEL 486 Senior Capstone in Bible and Theology	
	BIOL 482 Senior Capstone: Senior Seminar	
	CHEM 335 Biochemistry II Lab	
	CHEM 361 Physical Chemistry I	
	CRJ 480 Senior Capstone 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	
	MATH 482 Senior Capstone: Math Seminar	
	MED 419 Student Teaching Seminar	
	MHS 230/280 Music History & Literature 1/2[+]	
	PHYS 482 Senior Capstone: Physics Seminar	
	PSY 480 Senior Capstone: Seminar in Psychology	
	SRWM 481 Senior Capstone Seminar	
	WRIT 211 Narrative and Personal Essay	
	WRIT 214 Literary Non-Fiction	
	WRIT 217 Professional Writing	
	WRIT 218 Writing about Literature & Culture	
	WRIT 301 Writing Fiction	
	WRIT 307 Writing about Spiritual Experience	
	WRIT 311 Poetry, Liturgy, & Worship	
	WRIT 312 Writing for Social Change	
	WRIT 318 Travel Writing	
	WRIT 320 Special Topics: Feature Writing	
	WRIT 325 Writing Reviews	
	Integrated Humanities	
9	HUM 101 The Ancient & Medieval World (3)	*Entire category met by Honors in London or Science Honors*
	HUM 102 The Early Modern World (3)	
	HUM 201 The Modern World (3)	
	Social Science	
6	*Select two of the following courses **with different prefixes**:*	

	COMM 205 Introduction to Communication Theory	*Half this requirement met by Honors in London or Science Honors* *‡Cultural Anthropology meets either Social Science* or *Global Competence requirement, not both.*
	COMM 214 Introduction to Mass Media	
	ECON 210 Principles of Microeconomics	
	ECON 211 Principles of Macroeconomics	
	GBS/SOC 243 Cultural Anthropology‡	
	POLS 205 In Search of Justice	
	PSY 111 Introduction to Psychology	
	SOC 101 Introduction to Sociology	
	Art and Music	
2–4	Any one course with an ART prefix, or *one of the following music courses:*	*Also met by Honors in London* *+Music and Global Cultures from a Christian Perspective meets either Art and Music* or *Global Competence requirement, not both.*
	MHS 222 Introduction to Film Music	
	MHS 223 History of Rock and Roll & Commercial Music in the U.S.	
	MHS 256 Music and Global Cultures in Christian Perspective+	
	MLT 211 Music and Listening	
	MUS 250 Music in Christian Perspective	
	Two semesters of Music Ensemble	
	First Year Seminar	
0/1	INTS 102 First Year Seminar (0/1)	
	Wellness	
0–3	*One of the following:*	*[1]Athletes will be enrolled in one of the following:* *INTS 20 Intercollegiate Baseball* *INTS 21 Intercollegiate Basketball* *INTS 22 Intercollegiate Cross-country* *INTS 23 Intercollegiate Field Hockey* *INTS 25 Intercollegiate Indoor Track* *INTS 27 Intercollegiate Track/Field* *INTS 28 Intercollegiate Softball* *INTS 29 Intercollegiate Soccer* *INTS 30 Intercollegiate Tennis* *INTS 31 Intercollegiate Volleyball* *INTS 32 Disc Golf*
	EQST course numbered 225 or higher with a weekly riding lab	
	SRWM 105 Wellness for Life	
	SRWM 109 Highlander Adventure	
	SRWM 120 Lifetime Sports	
	SRWM 220 Adventure Sports	
	EXS 345 Exercise Physiology	
	One season of participation in intercollegiate athletics[1] (no credit)	
	Global Competence*	
6	*Select two courses in the study of a world or Biblical language, the study of the contemporary global world, or some combination thereof:*	*Half of this requirement met by Honors in London* *‡Cultural Anthropology meets either Social Science* or *Global Competence requirement, not both.*
	Any SPAN/FREN/GERM/HEBR/GREK language course	
	3–4-credit language course taken while on study abroad	
	ANTH/SOC 315 Human Ecology	

	ART/COMM 275 Photo Documentary & Cultural Studies^	*+Music and Global Cultures from a Christian Perspective meets either Art and Music* or *Global Competence requirement, not both.* *^ART/COMM 275 meets either Art and Music or Global Competence requirement, not both.*
	COMM/INCL 225 Intercultural Communication	
	EDUC 230 Special Topics: Teaching & Learning in Diverse Settings (for Education majors and minors only)	
	EDUC 240 Teaching in Urban America (for Education majors and minors only)	
	ENGL 361 Contemporary World Literature	
	ENST 201 Environment and Society	
	GBS 201 Introduction to Global Studies	
	GBS/SOC 243 Cultural Anthropology‡	
	HUM 150 &151 Independent Language Learning I & II	
	HUM 210 Introduction to Global Humanities	
	INCL 210 Intercultural Competencies	
	INCL/BADM 343 Multicultural Teams & Leadership	
	LING 220 Introduction to Linguistics	
	MHS 256 Music and Global Cultures in Christian Perspective+	
	MISS 242 Missions and the Global Church	
	POLS 230 Introduction to International Relations	
	POLS/HIST/HUM 247 Switzerland: A Case Study in European Politics and Culture	
	PSY 318 Psychology of Race and Racism	
	SOC/ANTH/GBS 350 Culture Change and Globalization	
	**Students who demonstrate native or full professional proficiency of a language other than English will be exempt from ½ of the global competence requirement.*	
44–52	**Total**	

General Education Requirements – BMus

Credits	Courses	*Notes*
	Biblical and Theological Studies	
6	BIBL 101 Biblical Literature	*THEL 209 met by Honors in London*
	THEL 209 Introduction to Christianity	
	Abstract and Quantitative Reasoning	
2–4	*Select one of the following:*	*Also met by Science Honors*
	STEM 140 Reason & Abstraction	
	MATH course (numbered 160 or higher)	

	DSCI 151 Data Science for Beginners	
	DSCI 152 Data Science Fundamentals	
	Natural Science	
2	*Select one of the following:* STEM 141 Science as a Human Endeavor or STEM 142 Science and Society	*Entire category met by Science Honors, completing science major or minor, 16 credits of lab science courses, or BIOL 207*
	Writing	
3	WRIT 101 Writing in the Liberal Arts *or* MHS 230/280 Music History and Literature 1/2	*Met by Honors in London; if WRIT 101 is waived due to SAT EBRW score of 600 or above, ACT English score of 26 or above, or ACT Writing score of 9 or above, choose a Writing-Enriched Course*
	Integrated Humanities	
6	*Two of the following:*	*Also met by Honors in London or Science Honors*
	HUM 101 The Ancient & Medieval World (3)	
	HUM 102 The Early Modern World (3)	
	HUM 201 The Modern World (3)	
	First Year Seminar	
0/1	INTS 102 First Year Seminar (0/1)	
	Global Competence*	
3	One course in the study of either a world language or the contemporary global world (*select from the following*):	*Entire category met by Honors in London*
	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 230 - Special Topics: Teaching & Learning in Diverse Settings (For Education majors and minors only)	
	EDUC 240 Teaching in Urban America (For Education majors and minors only)	
	ENGL 361 Contemporary World Literature	
	ENST 201 Environment and Society	
	GBS 201 Introduction to Global Studies	
	GBS/SOC 243 Cultural Anthropology‡	
	HUM 150/151 Independent Language Learning I, II	
	HUM 210 Introduction to Global Humanities	
	INCL 210 Intercultural Competencies	
	INCL/BADM 343 Multicultural Teams & Leadership	
	INCL/MISS 361 Engaging the Muslim World	

	LING 220 Introduction to Linguistics	
	LING 312 Sociolinguistics	
	MHS 256 Music and Global Cultures in Christian Perspective+	
	MISS 242 Missions and the Global Church	
	POLS 230 Introduction to International Relations	
	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	
	**Students who demonstrate native or full professional proficiency of a language other than English will be exempt from ½ of the global competence requirement.*	
	Additional Electives	
9	*9 credits of additional electives from the following list with different prefixes:*	
	Any ART prefix course without a prerequisite	
	Any ENGL prefix course without a prerequisite	
	Any HIST prefix course without a prerequisite	
	Any PHIL prefix course without a prerequisite	
	Any WRIT prefix course without a prerequisite	
	GBS/SOC 243 Cultural Anthropology	
	COMM 101 Presentational Speaking	
	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	
31–34	**Total**	

Greatbatch School of Music*

David Clem, Dean and Director of the Greatbatch School of Music | https://www.houghton.edu/music/ | 585.567.9400

The Greatbatch School of Music offers a range of majors intended to equip students with the requisite knowledge and skills to make them effective musical practitioners in the ever-changing landscape of our world. While each degree track has a curricular focus appropriate to the goals of the specific course of study,

they all share a core of music courses designed to provide students with a foundational set of skills they can use to continue their pursuit of musical knowledge and excellence after graduation, whether they move on to work in the field, or to further studies in higher education.

All students enrolled in any music degree program at the Greatbatch School of Music at Houghton University must take the Music Theory Placement Test. Students needing additional experience and fluency in Music Theory and Musicianship may be required to enroll in the Music Fundamentals I (MTH 101) before entering the standard sequence of courses.

The recital attendance requirement is 10 performances per semester for BA/BS majors and 14 for BMus majors, every semester of residence. Attendance is required of all music majors at all Artist Series and Student Performers Series, every semester of residence.

If the instrumental applied study area is not piano, BMus majors must complete 8 piano proficiency benchmarks, and BA/BS majors must complete 6 piano proficiency benchmarks.

As a culminating experience in all music curricula, the degree candidate shall successfully complete the senior capstone experience.

*See the Graduate Bulletin for information regarding graduate curricula, faculty, and courses; see the GSoM Student Handbook for more detailed explanation of policies and procedures.

Majors

Composition (BMus)
Music (BA)
Music Education – Instrumental Emphasis (MEI) (BMus)
Music Education – Vocal Emphasis (MEV) (BMus)
Music Industry (BS)
Music with Elective Studies in an Outside Field (BMus)
Performance – Instruments: Brass, Guitar, Percussion, Strings, or Woodwinds (BMus)
Performance – Organ (BMus)
Performance – Piano (BMus)
Performance – Voice (BMus)
Worship Arts (BS)

Minors

Applied Music
Elective Music
Music Industry

Faculty

Christopher Ashbaugh	Daniel David Black	Cyril Bodnar	Fred Brown
Carlton Campbell	David Clem	Judy Congdon	Amanda K. Cox
Edward Croft	Jason Davis	Jason Decker	Kevin Dibble
Sharon Johnson	Soo Yeon Kim	Anne Kunkle	Anton Machleder
Carrie Magin	Sara Massey	Angela McBrearty	Jacek Muzyk
William Newbrough	Luke Ogden	Marilee Olsen	Steven Olsen
William Perrine	Kimberly Prins Moeller	Can Yang Zi Quan	Alva Robbins
Jeremy Russo	Russell Scarbrough	Daniel Wartinger	

Majors

Composition Major

BMus (81–88 credits)

The BMus degree in 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 composing, 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 will develop needed competence in musicianship, music theory, history, composition, and improvisation.

Students pursuing the BMus in Composition must take a total of 19 credits of Applied Composition. During the junior year and fall of the senior year, students must take 3 credits per semester. For all other semesters, students may elect 2 or 3 credits (no less than 2), but it is recommended to register for 3 credits whenever possible, especially in the first year. A Senior Capstone Recital is required of all BMus Composition students. 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. If the instrumental applied study area is not piano, BMus Composition students must complete eight piano proficiency benchmarks and a minimum of 2 credits of regular applied piano lessons (PIAN prefix) 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 ensembles' directors and the Dean of the Greatbatch School of Music.

Corequisite	Credits
BADM 303 Entrepreneurship	3
Course Requirements	**49–56**
MBCM 121 Music Technology Basics	1
MBCM 215 Introduction to Music Publishing and Marketing	3
MCHU 151 Melodic Improvisation	1
MHS 230, 280 Music History and Literature I–II	6
MHS 256 Music and Global Cultures in Christian Perspective	3
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory & Musicianship I–IV	16
MTH 466 Orchestration	3

MTH 467 Systems of Analysis and Contemporary Music	3
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
PNOP 10X Complete Piano Proficiency Benchmarks 1–8	1–8
At least one upper-level theory or history course numbered 400 or above	3
Electives – any School of Music prefix outside of ensembles and lessons in student's primary performance area.	5
Applied	29
COMP 101–402 Applied Composition	19
PERF 485 Senior Capstone: Senior Recital*	0
If primary instrument is piano, take min. 7 credits applied piano lessons.	7
*If primary instrument is **not** piano, take min. 2 credits applied piano lessons, and 5 credits applied lessons primary instrument.*	
Music Ensembles (with or without credit – each semester of residence)	3
Total in major	**81–88**

*Senior Capstone: Composition majors must prepare and successfully present a full senior composition recital as detailed earlier in this section.

Music Major

BA (41–50 credits)

The BA in Music is the smallest music degree, and allows students to develop competencies in musicianship, theory, history, and composition, while also providing room for a potential double major.

The BA degree in Music can be combined with other curricula for 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 and Theology 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 Greatbatch School of Music.

Major Requirements	
MBCM 121 Music Technology Basics	1

MCHU 151 Melodic Improvisation	1
MHS 230 Music History and Literature I	6
MHS 256 Music and Global Cultures in Christian Perspective	3
MHS 280 Music History and Literature II	3
MTH 105 Introduction to Composition and Arranging	2
MTH 220 Music Theory I	3
MTH 221 Musicianship I	1
MTH 227 Music Theory II	3
MTH 228 Musicianship II	3
MTH 325 Music Theory III	3
MTH 326 Musicianship III	1
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
PNOP 10X Complete piano proficiency benchmarks 1–6	0–6
Electives in Music (211 or above)	4
Senior Capstone – recital, thesis, or internship	0–3
Applied	8
INST XXX Applied Music, 1 credit per semester	8
Ensembles, each semester of residence *(no credit required, but may be taken for 1 credit if desired)*	0
Total in major	**41–50**

As a culminating experience in the BA 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; or
- 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 Education (PK–12) Major

Students pursuing majors in music education will begin applied study in their primary instrument in the freshman year, taking 1 credit per semester in the freshman year and then taking 3 credits per semester in the sophomore and junior years and 3 credits during the semester they do not student teach in their senior year. These lessons culminate in a Senior Recital that, together with the successful completion of student teaching and its attendant seminar, comprises the Capstone experience. The curriculum is designed to help students develop the necessary competencies in musicianship, music theory, history, composition,

improvisation, and in musical and classroom pedagogical best practices, all of which will serve them as they teach music in our schools.

The Senior Recital requirement for Music Education majors is a solo half-hour recital of repertoire designed in collaboration with the student's instrumental or vocal applied instructor, occurring in the senior year.

The Music Education curricula prepare students for teaching music in grades PK–12. Entrance levels and graduation requirements vary for the two 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 University Teacher Education area is by application, and is determined by two faculty recommendations and an interview with the education faculty. 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 university 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 appropriate path within the Houghton University Teacher Education area, a student must do the following:

- Complete an application (completed in EDUC 202)
- Submit two faculty recommendations
- Complete an interview with the teacher education faculty
- Successfully complete the writing sample assessment
- Present a cumulative GPA of at least 2.5
- Demonstrate acceptable evidence of professional disposition
- Receive formal approval from the Teacher Education Committee

To be approved for music student teaching, a student must do the following:

- 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
- Successfully complete all appropriate music education courses as outlined in the University catalog
- Successfully complete MED 210 and 211 and 100 clock hours of observation in public or private schools
- Successfully complete all required professional education courses: 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
- Complete piano proficiency benchmarks 1–8

Music Education Major with Instrumental Emphasis (MEI)

BMus (98–105 credits, 57–64 credits in music courses; 41 credits in professional education)

Music Requirements	
INST 101–402 Applied Music	17
MBCM 121 Music Technology Basics	1
MED 200 Vocal Methods (instrumental primaries only)	1
MHS 230, 280 Music History and Literature I–II	6
MHS 256 Music and Global Cultures in Christian Perspective	3
MTH 105 Introduction to Composition and Arranging	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory & Musicianship I–IV	16
MTH 466 Orchestration	3
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
MUS 341 Jazz Workshop	1
MUS 429 Advanced Conducting	2
MUS XXX Ensembles (7 semesters, with or without credit)	0
PERF 485 Senior Capstone: Senior Recital	0
PNOP 10X Complete Piano Proficiency Benchmarks 1–8	1–8
Total	57–64
Professional Education Requirements	**Credits**
EDUC 202 Topics in Professionalism	0
EDUC 217 Foundations of Education	3
EDUC 219 Educational Psychology	3
EDUC 235 Educating Students with Exceptional Learning Needs	3
EDUC 400 Student Teaching and Certification Orientation	0
MED 202 Professional Development Workshop (required every semester in residence)	0
MED 210 Field Experience in Music Education	2
MED 211 Language Acquisition and Literacy Development in the Music Classroom	2
MED 227 String Techniques	2
MED 240 Percussion Techniques	2
MED 241 Brass Techniques	2
MED 242 Woodwind Techniques	2

MED 322, 323 Music Education Practicum I, II	1, 1
MED 351 Elementary School Methods	2
MED 354 Instrumental Methods	2
MED 403 Music Education Student Teaching: Elementary Level	6
MED 404 Music Education Student Teaching: Secondary Level	6
MED 419 Student Teaching Seminar	2
Total	41
Total in major	**98–105**

*Senior Capstone: Music Education majors prepare and present a solo half-recital and successfully complete music student teaching and its attendant seminar (MED 403, 404, 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 (98–106 credits, 57–65 credits in music courses; 41 credits in professional education courses)

Music Requirements	Credits
MBCM 121 Music Technology Basics	1
MCHU 151 Melodic Improvisation	1
MHS 230, 280 Music History and Literature I–II	6
MHS 256 Music and Global Cultures in Christian Perspective	3
MTH 105 Introduction to Composition and Arranging	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory I–IV	16
MUS 219, MUS 220 Foreign Language Diction	1, 1
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
MUS 352 Lyric Theatre	0–1
MUS 429 Advanced Conducting	2
MUS 472 Vocal Pedagogy	2
MUS XXX Ensembles (7 semesters, with or without credits; all semesters must include a choral ensemble)	0
PERF 485 Senior Capstone: Senior Recital	0
PNOP 10X Complete Piano Proficiency Benchmarks 1–8 (voice applied only)	1–8

VOIC 101–402 Applied Voice ***or*** PIAN 101-402 Piano	17
Total	57–65
Professional Education Requirements	Credits
EDUC 202 Topics in Professionalism	0
EDUC 217 Foundations of Education	3
EDUC 219 Educational Psychology	3
EDUC 235 Educating Students with Exceptional Learning Needs	3
EDUC 400 Student Teaching and Certification Orientation	0
MED 202 Professional Development Workshop (required every semester in residence)	0
MED 210 Field Experience in Music Education	2
MED 211 Language Acquisition and Literacy Development in the Music Classroom	2
MED 227, 240, 241, 242 String, Percussion, Brass, Woodwind Techniques	2, 2, 2,
MED 322, 323 Music Education Practicum I, II	1, 1
MED 351 Elementary School Methods	2
MED 352 Secondary Choral Methods	2
MED 403 Music Education Student Teaching: Elementary Level*	6
MED 404 Music Education Student Teaching: Secondary Level*	6
MED 419 Student Teaching Seminar*	2
Total	41
Total in major	**98–106**

*Senior Capstone: Music Education majors prepare and present a solo half-recital and successfully complete music student teaching and its attendant seminar (MED 403, 404, 419).

Music Industry Major

BS (62–72 credits)

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.

Prerequisite	
MTH 101 Music Fundamentals	3

Major Requirements	Credits
Music Core	
INST 101–402 Applied Music	8
MCHU 151 Melodic Improvisation	1
MHS 256 Music and Global Cultures in Christian Perspective	3
MHS 280 Music History and Literature II	3
MTH 105 Introduction to Composition and Arranging	2
MTH 220 Music Theory I	3
MTH 221 Musicianship I	1
MTH 227 Music Theory II	3
MTH 228 Musicianship II	1
MTH 234 Practical Contemporary Theory	3
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
PNOP 10X Complete Piano Proficiency Benchmarks 1–6	1–6
Ensembles – required each semester of residence, with or without credit	0
Music Core Total	33–38
Music Industry Emphasis	
MBCM 201 Introduction to Music Technology and Recording Arts	3
MBCM 225 Survey of the Music Industry	3
MBCM 415 Web Based Tools for the Music Industry and Worship Arts	3
MBCM 489 Senior Capstone: Music Industry Internship	1–3
MHS 223 History of Rock and Roll and Commercial Music in the U.S.	3
MUS 180/181 Practicum in Music Industry (required for 4 semesters, with or without credit; must take at least 1 credit)	1–4
MUS 207 Introduction to Pro Tools	3
Music Industry Emphasis Total	17–22
Music Industry Electives *(select at least 3 elective courses, totaling 9 credits)*	
Music Business	
MBCM 213 Music Business, Publishing, and Marketing	3

MBCM 320 Artist Management & Development	3
MBCM 331 Legal Issues in the Music Industry	3
Studio Production	
MBCM 306 Advanced Recording & Mixing	3
MBCM 307 Advanced Studio Production	3
MUS/COMM 208 Pro Tools Production I	3
Live Production	3
MBCM 286 Live Production Management	3
MBCM 320 Artist Management & Development	3
MUS 381 Advanced Practicum	
Music Industry Electives Total	9
Total in major	**62–72**

Music Major with Elective Studies in an Outside Field

BMus (81–96 credits; 3 corequisites; 60 credits in music; 18–33 credits in outside field electives)

This innovative, flexible curriculum provides an excellent option for musicians to combine a passion for music with other interests and talents, providing the opportunity to combine in-depth study with significant, focused work (18 credits minimum, up to 33 credits) in another discipline. The range of possibilities can be as creative as the interests and abilities of the student permit. By the end of the course of study, students will have a solid knowledge of core musical concepts in the areas of theory, composition, and history, and will have developed competencies in musicianship and performance on their instruments, along with proficiencies in their chosen outside field coursework.

Corequisites	Credits
BADM 303 Entrepreneurship	3
Music Requirements	
MBCM 121 Music Technology Basics	1
MCHU 151 Melodic Improvisation	1
MHS 230, 280 Music History and Literature I–II	6
MHS 256 Music and Global Cultures in Christian Perspective	3
MTH 105 Introduction to Composition and Arranging	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Music Theory and Musicianship I–IV	16
MUS 229 Basic Conducting	2

MUS 250 Music in Christian Perspective	2
MUS XXX Ensembles (with or without credit – each semester of residence)	0
PNOP 10X Complete piano proficiency benchmarks 1–8	1–8
Upper level MTH or MHS chosen from MTH 466, MTH 467, MHS 490, and any 500-level MTH or MHS course	3
Electives – any School of Music prefix (total music credits must equal 60)	0–6
Senior Capstone – thesis, internship, or recital	0–3
Applied	
INST 101–401 Major Applied Studies	17
Total (must equal 60)	60
Outside field elective studies (if selecting a discipline with a minor, the requirements for the minor must be fulfilled, and additional courses from the same discipline chosen to total a minimum of 18 credits, if needed)	18–33
Total in major	**81–96**

Senior Capstone: The BMus in Music with Elective Studies in an Outside Field 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.

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. Students will develop competencies in musicianship, music theory, history, composition, and proficiencies in piano and pedagogy. The highest level of performance is expected.

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 Greatbatch School of Music.

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

BMus (83–90 credits)

Corequisite	Credits
BADM 303 Entrepreneurship	3
Major Requirements	45–52
MBCM 121 Music Technology Basics	1
MCHU 151 Melodic Improvisation	1

MHS 230, 280 Music History and Literature I–II	6
MHS 256 Music and Global Cultures in Christian Perspective	3
MLT 455 Instrumental Literature	2
MTH 105 Introduction to Composition and Arranging	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship I–IV	16
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
Select one of the following courses:	2
MED 227 String Techniques	
MED 240 Percussion Techniques	
MED 241 Brass Techniques	
MED 242 Woodwind Techniques	
Upper Level MTH or MHS chosen from MTH 466, MTH 467, MHS 490, or any 500-level MTH or MHS course	3
PNOP 10X Complete Piano Proficiency Benchmarks 1–8	1–8
Electives – any School of Music prefix outside of ensembles and lessons in student's primary area.	4
Applied	35
INST 101–402 Major Applied Studies	28
INST 101-102 applied music in major family	4
PERF 385 Junior Recital*	0
PERF 485 Senior Capstone: Senior Recital*	0
Ensembles – each semester of residence (0–1 credit), minimum of three semesters for credit	3
Total in major	**83–90**

*Capstones: Performance majors prepare and successfully present two public performances of literature on the principal instrument: the junior/senior recital sequence PERF 385/485.

Performance Major – Organ

BMus (81 credits)

Corequisite	Credits
BADM 303 Entrepreneurship	3
Major Requirements	42

MBCM 121 Music Technology Basics	1
MCHU 151 Melodic Improvisation	1
MCHU 476 Service Playing Organ	2
MHS 230, 280 Music History and Literature I–II	6
MHS 256 Music and Global Cultures in Christian Perspective	3
MLT 470 Organ Literature	2
MTH 105 Introduction to Composition and Arranging	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship I–IV	16
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
MUS 470 Organ Pedagogy	2
Upper Level MTH or MHS chosen from MTH 466, MTH 467, MHS 490, or any 500-level MTH or MHS course	3
Applied	36
INST 101–102 applied music in major family (piano strongly recommended)	4
Ensembles each semester of residence (0–1, minimum of 4 semesters of credit)	4
ORGN 101–402	28
PERF 385 Junior Recital*	0
PERF 485 Senior Capstone: Senior Recital*	0
Total in major	**81**

Capstones: Performance majors prepare and successfully present two public performances of literature on the principal instrument: the junior/senior recital sequence PERF 385/485.

Performance Major – Piano

BMus (81 credits)

Corequisite	Credits
BADM 303 Entrepreneurship	3
Major Requirements	42
MBCM 121 Music Technology Basics	1
MCHU 151 Melodic Improvisation	1
MCHU 475 Keyboard Service Playing	2
MLT 480 Piano Literature	2

MHS 230, 280 Music History and Literature I–II	6
MHS 256 Music and Global Cultures in Christian Perspective	3
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
MUS 477 Piano Pedagogy	2
MTH 105 Introduction to Composition and Arranging	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship I–IV	16
Upper Level MTH or MHS chosen from MTH 466, MTH 467, MHS 490, or any 500-level MTH or MHS course	3
Applied	36
PIAN 101–402 Piano	28
INST 101–102 applied music in major family (organ strongly recommended)	4
PERF 385 Junior Recital*	0
PERF 485 Senior Capstone: Senior Recital*	0
MUS 150 Collaborative Workshop	0
Ensembles each semester of residence (0–1, minimum of 4 semesters of credit)	4
Total in major	**81**

*Capstones: Performance majors prepare and successfully present two public performances of literature on the principal instrument: the junior/senior recital sequence PERF 385/485.

Performance Major – Voice

BMus (87–94 credits)

The minimum requirement for Vocal Performance majors is 6 credits (or equivalent) of beginning language: one year of French (FREN 101, 102) or German (GERM 101, 102) or some combination thereof. * 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.

Corequisites	Credits
BADM 303 Entrepreneurship	3
FREN 101, 102 *or* GERM 101, 102^	6
Major Requirements	47–54
MBCM 121 Music Technology Basics	1
MCHU 151 Melodic Improvisation	1

MHS 256 Music and Global Cultures in Christian Perspective	3
MHS 230, 280 Music History and Literature I–II	6
MLT 460 Vocal Literature	2
MTH 105 Introduction to Composition and Arranging	2
MTH 220, 221, 227, 228, 325, 326, 327, 328 Theory and Musicianship I–IV	16
MUS 219–220 Foreign Language Diction	1, 1
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
MUS 472 Vocal Pedagogy	2
PNOP 101 Piano Proficiency Benchmarks	1–8
Upper Level MTH or MHS chosen from MTH 466, MTH 467, MHS 490, or any 500-level MTH or MHS course	3
Electives – any School of Music prefix outside of ensembles and lessons in student's primary area	4
Applied	31
PERF 385 Junior Recital*	0
PERF 485 Senior Capstone: Senior Recital*	0
VOIC 101–402 Voice	28
Ensembles each semester of residence (0–1 credit; minimum of three semesters for credit)	3
Total in major	**87–94**

^Applied Voice majors must complete 6 credits (or equivalent to 1st year of university instruction) French and/or German (Italian may be substituted; see catalog for details). May be satisfied via placement exam, CLEP, or AP.
*Capstones: Performance majors prepare and successfully present two public performances of literature on the principal instrument: the junior/senior recital sequence PERF 385/485.

Worship Arts Major

BS (73–79 credits)

The Bachelor of Science in Worship Arts is designed to shape and prepare musicians with the basic knowledge of Christian doctrines surrounding the practices, history, and design of worship; to equip them with a working knowledge of sound and recording technologies; and to provide opportunities to advance their understanding of music and their performance capabilities.

Corequisite	
MTH 101 Music Fundamentals	3
Major Requirements	Credits

Music Core Requirements	
MBCM 121 Music Technology Basics	1
MCHU 151 Melodic Improvisation	1
MHS 230 Music History and Literature I	3
MHS 256 Music and Global Cultures in Christian Perspective	3
MTH 220 Music Theory I	3
MTH 221 Musicianship I	1
MTH 227 Music Theory II	3
MTH 228 Musicianship II	1
MTH 234 Practical Contemporary Theory	3
MTH 318 Introduction to Songwriting and Arranging	3
MUS 229 Basic Conducting	2
MUS 250 Music in Christian Perspective	2
Proficiency Benchmarks in Guitar *or* Piano	1–6
INST 101–402 Primary	6
INST 101–402 Secondary (Guitar, Piano, or Voice – if Voice is not primary, must be Voice)	4
MUS XXX Ensembles required each semester of residence, with or without credit	0
Music Core Requirements Total	37–42
Worship Arts Emphasis	
MHS 385 History & Philosophy of Worship Music	3
MIN 316 Worship in the Church *or* THEL 294 Liturgy, Space, & Time	3
THEL 331 Christian Ethics *or* MIN 317 Leadership in the Church	3
WSP 220 Contemporary Techniques for Worship	2
WSP 310 Worship Arts Junior Internship	2
WSP 410 Worship Arts Senior Internship	2
WSP 495 Senior Capstone	0–1
Worship Arts Emphasis Total	15–16
Worship Arts Electives and Practicum Requirements	Credits
Must take a minimum of 6 credits of BIBL/MIN/THEL chosen from below*:	

BIBL 221 Biblical Interpretation	3
BIBL 295 Special Topics: Psalms	3
MIN 316 Worship in the Church (if not taken in core)	3
MIN 317 Leadership in the Church (if not taken in core)	3
THEL 211 Introduction to Theology	3
THEL 294 Liturgy, Space, & Time (if not taken in core)	3
THEL 320 Spiritual Formation	3
THEL 331 Christian Ethics (if not taken in core)	3
Must take a minimum of 6 credits of Music Industry chosen from below*:	
MUS 207 Introduction to Pro Tools	3
MUS 208 Pro Tools Production I	3
MBCM 201 Introduction to Music Tech & Recording Arts	3
MBCM 415 Web Based Tools for the Music Industry & Worship Arts	3
MUS 180/181 Practicum in Music Industry (4 semesters, for credit)	0–4
**Additional BIBL/MIN/THEL/Music Industry courses chosen from above to total 18 credits*	
Total Elective and Practicum Requirements	18
Total in major	**73–79**

Minors

Applied Music Minor: 16 credits

Sixteen credits in one performance area (minimum 8 credits at or above 201-level and one year in an appropriate ensemble), normally consisting of 14 credits of applied study and 2 credits 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, harp	**Credits**
14 credits of applied music	14
2 credits of ensemble	2
Total in minor	**16**

Piano Requirements	**Credits**
14 credits of piano	14

2 credits of ensemble	2
Total in minor	**16**

Organ Requirements	**Credits**
14 credits of organ	14
2 credits of ensemble	2
Total in minor	**16**

Keyboard	**Credits**
14 credits of piano and organ combined	14
2 credits of ensemble	2
Total in minor	**16**

Elective Music Minor: 16 credits

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 Dean 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 the Greatbatch School of Music is placed on file in the Registrar's Office.

Music Industry Minor: 17 credits

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 180/181 Practicum in Sound and Recording	0
Total in minor	**17**

History, Politics & Philosophy, and Global Studies

Peter C. Meilaender, Dean of Religion, Humanities, and Global Studies | https://www.houghton.edu/history/ | 585.567.9429

The Department of History, Politics & Philosophy, and Global Studies offers a range of majors intended to help students connect human experience with normative concerns. Depending on the major, the focus may be historical or contemporary, national or international, but in every case, students are expected to acquire a

foundation of empirical knowledge, including language study, on the basis of which they can pursue important ethical questions.

The History major involves a strong liberal arts concentration. It 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, historical site specialists, librarians, editors, and writers.

The Politics & Philosophy major helps students understand both institutions and ideas—the major social and political institutions by which people govern themselves and the enduring questions of human life that we seek to address by means of those institutions. It thus prepares students for responsible citizenship. It is especially valuable for students contemplating careers in teaching, government, law, diplomacy, international service, business, and journalism.

The Global Studies major provides students a rigorous and critical interdisciplinary framework for both understanding and engaging the contemporary world. This joint task of understanding and engagement is rooted in Houghton's historic Christian mission within the global church. Global Studies majors will be equipped for work in international politics, law, development, economics, and missions, in both the public and private sectors.

Majors

Global Studies (BA)
History (with Augmented Requirements) (BA)
History (BA)
Politics & Philosophy (BA)

Minors

French
German
German Studies
Global Studies
History
Intercultural Studies
Law and Constitutional Studies
Philosophy
Political Science
Politics & Philosophy
Spanish

Pre-Professional

Pre-Law Interest

Faculty

Marcus Dean
Christian Esh
Sam Kocheri
Benjamin J. B. Lipscomb
Peter C. Meilaender

Majors

Global Studies Major

BA (39 credits in core; 6 corequisite credits)

Corequisites	Credits
Two semesters of college-level foreign language study	6
Core Requirements	**Credits**

GBS 201 Introduction to Global Studies	3
GBS/POLS 212/SOC 312 Social Science Research Methods	3
GBS 480 Senior Capstone in Global Studies	3
HUM 210 Introduction to Global Humanities	3
INCL 210 Intercultural Competencies	3
POLS 230 Introduction to International Relations	3
Total	18
Electives (21 credits chosen from courses below) *	Credits
*Regional Focus Requirement: students must take three courses focused on a particular region of the world; one of the three may be a foreign language course. These may include courses used as major electives and thus count toward the required 21 elective credits. Courses may include ones not entirely focused on a particular region, but in which a student does a significant project or paper on the region in question. Students are also encouraged to fulfill their regional focus requirement by means of coursework taken during a semester studying abroad. See Dean of Religion, Humanities, and Global Studies for more information and for approval.	
ART 235 African Art History	4
ECON 210 Principles of Microeconomics	3
ECON 211 Principles of Macroeconomics	3
ECON 212 International Economics	3
ENGL 361 Contemporary World Literature	3
ENST 201 Environment and Society	3
GBS/SOC 243 Cultural Anthropology	3
HIST/HUM/POLS 247 Switzerland: European Politics & Culture	3
HIST 250 World History, 1500-Present	3
HIST 336 Imperial Russia	3
HIST 337 The Soviet Union and Beyond	3
HIST/HUM/POLS 348 Vienna 1900: Politico-Cultural Crisis and Creativity	3
HIST/POLS 369 Luther and the German Reformation	3
HIST 370 Evangelical Roots	3
HIST 441 Genocides of the 20th Century	3
HUM 150 Independent Language Learning I	3

HUM 151 Independent Language Learning II	3
HUM 351 Translation Workshop	1
HUM 382 Around the World: Reading Across Borders	1
INCL/COMM 225 Intercultural Communication	3
INCL/BADM 343 Multicultural Teams and Leadership	3
INCL/SOC/ANTH 350 Culture Change and Globalization	3
LING 220 Introduction to Linguistics	3
MHS 256 Music and Global Culture in Christian Perspective	3
MISS 241 History of the Global Christian Movement	3
MISS 242 Missions and The Global Church	3
MISS 243 Introduction to Missiological Foundations	3
PHIL/POLS 237 Just War?	3
PHIL/ENST 311 Environmental Ethics	3
POLS 336 American Foreign Policy	3
POLS 375 Immigration and Citizenship	3
POLS 437 International Law	3
POLS 468 America & the World	3
REL/GBS 215 Islam: A Christian Introduction	3
REL 221 Eastern Religions	3
REL 222 New Religious Movements	3
REL 231 Judaism	3
Total electives	21
Total in major (not including corequisites)	**39**

History Major (with Augmented Requirements)

BA (31 credits + 41 credits for Adolescence Education Major); for certification at secondary level only

Core Requirements	Credits
ECON 210 Principles of Microeconomics *or* ECON 211 Principles of Macroeconomics	3
HIST 299 Historical and Political Research	1
HIST XXX American History *(must take <u>two</u>)*	6

HIST XXX European History *(must take <u>two</u>)*	6
HIST XXX Non-European, non-American History	3
GBS/HIST/IDEV/INCL/POLS XXX Global Studies (course must be approved by school dean)	3
POLS 220 American Political System	3
Total	25
Additional Courses	Credits
HIST XXX elective *or* POLS XXX elective (must be 300- or 400-level)	3
HIST/POLS 480 Senior Capstone in History and Political Science	3
Total in major (including Adolescence Education major)	**72**

History Major

BA (30 credits in major; 4–6 corequisite credits)

Corequisite	Credits
Two semesters of a foreign language; one semester may be replaced by a credit-bearing international travel experience in a non-Anglophone country.	4–6
Core Requirements	Credits
HIST/POLS 299 Historical and Political Research	1
HIST XXX American history	3
HIST XXX European history	3
HIST XXX Non-American, non-European history	3
HIST/POLS 480 Senior Capstone in History and Political Science	3
Total	13
Elective Courses	Credits
Any HIST courses numbered 200 or above (to bring total number of credits for major to 30 plus corequisite)	17
Total in major	**34–36**

Politics & Philosophy Major

BA (34 credits in major; 4–6 corequisite credits)

Corequisites	Credits
Two semesters of foreign language study, one of which may be replaced by a credit bearing experience in a non-Anglophone country.	4–6
Total	4–6

Core Requirements	Credits
PHIL 201 Ethics *or* POLS/PHIL 260 Introduction to Political Thought	3
PHIL/POLS 237 Just War? *or* POLS 230 Introduction to International Relations	3
PHIL 240 Medical Ethics *or* PHIL/ENST 311 Environmental Ethics *or* POLS 375 Immigration and Citizenship	3
PHIL/POLS 275 Philosophy of Law *or* POLS 426 Constitutional Law	3
POLS 205 In Search of Justice	3
POPH 490 Capstone Colloquy in Politics and Philosophy	1
Total	16
Elective Courses	**Credits**
Chosen from POLS or PHIL*	18
Total in major	**38–40**

*Students must take at least 12 credits of POLS and at least 12 credits of PHIL coursework between the core and the elective.

Minors

French Minor, Self-Designed: 12 credits

A 12 credit self-designed minor with courses beyond the 102 level as determined by arrangement with the Dean of Religion, Humanities, and Global Studies. 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 credits

A 12 credit self-designed minor with courses beyond the 102 level as determined by arrangement with the Dean of Religion, Humanities, and Global Studies. A special course of study is developed to meet the student's specific goals and is signed prior to taking the courses. German language courses beyond 102, though not listed in the catalog, are frequently offered as tutorials. Consult with the Dean of Religion, Humanities, and Global Studies for information about this possibility. The signed course of study is placed on file in the Registrar's Office.

German Studies Minor

Twelve credits of coursework, at least 6 credits of which are in German language study at any level and at least 3 of which 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 *(Select at least 6 credits)*	**Credits**
GERM 101 German Level 1	3
GERM 102 German Level 2	3
Higher-level German course as tutorial (with approval)	3

Culture Courses *(Select 3–6 credits)*	
ART 234 Art and Architecture in Europe: Germany	4
HIST/POLS 369 Luther and the German Reformation	3
POLS/HIST/HUM 247: Switzerland: A Case Study in European History, Politics, and Culture	3
POLS/HIST/HUM 348 Vienna 1900: Politico-Cultural Crisis and Creativity	3
THEL 333 Major Figures in Theology: Bonhoeffer	3
Other Approved Courses (including study abroad)	0–4
Total in minor	**12**

Global Studies Minor: 15 credits

Required Courses	**Credits**
GBS 201 Introduction to Global Studies	3
GBS/SOC 243 Cultural Anthropology *or* INCL/COMM 225 Intercultural Communication	3
HUM 210 Introduction to Global Humanities *or* POLS 230 Introduction to International Relations	3
INCL 210 Intercultural Competencies	3
Elective chosen from courses eligible for Global Studies major	3
Total in minor	**15**

History Minor: 12 credits

12 credits of history courses numbered 200 or above (at least 4 discrete courses)

Intercultural Studies Minor: 12–15 credits

Required Courses	**Credits**
GBS 201 Introduction to Global Studies	3
GBS 243 Cultural Anthropology	3
INCL 210 Intercultural Competencies	3
Option A	
INCL 311 Intercultural Experience	0–4
Elective to total 12 credits (if INCL 311 is done for less than 3; any INCL/IDEV/ANTH course)	1–3
Total in minor (Option A)	**min. 12**
Option B	
Corequisite: at least 3 credits of any modern world language	3
GBS 350 Culture Change and Globalization	3
Total in minor (Option B)	**15**

Law and Constitutional Studies Minor: 15 credits

Required Courses	**Credits**
POLS 205 In Search of Justice *or* POLS 220 The American Political System	3
HIST/POLS 455 American Constitutional History *or* HIST 360 Early American Republic	3
Elective Options to bring minor to 15 credits	
BADM 213 Business Law I	3–4
BADM 214 Business Law II	3–4
HIST 361 Civil War and Industrial America, 1848–1918	3
HIST 362 Modern American History, 1918 to the Present	3
PHIL 222 Logic and Critical Thinking	3–4
PHIL/POLS 237 Just War?	3
PHIL/POLS 275 Philosophy of Law	3
POLS/PHIL 260 Introduction to Political Thought	3
POLS 437 International Law	3
Any core courses listed above not used to satisfy core requirements	3
Total	7–9
Total in minor	**15**

Philosophy Minor: 12 credits

Required Courses	**Credits**
Select at least one course from the following:	3
PHIL 231: Topics in Premodern Philosophy (various options)	
PHIL 232: Topics in Modern Philosophy (various options)	
Additional Required Philosophy Courses	
9 credits of Philosophy electives	9
Total in minor	**12**

Political Science Minor: 12 credits

12 credits of POLS coursework (at least 4 discrete courses)

Politics & Philosophy Minor: 15 credits

Required Courses	**Credits**
POLS 205 In Search of Justice	3
2 courses from the core of the Politics & Philosophy major	6
Additional POLS/PHIL courses to reach at least 15 credits	6
Total in minor	**15**

Minor must include at least two POLS and two PHIL courses

Spanish Minor: 12 credits

A 12 credits self-designed minor with courses beyond the 102 level as determined by arrangement with the Dean of Religion, Humanities, and Global Studies. 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.

Pre-Professional Preparation

Pre-Law Interest

Faculty Advisor: Christian Esh

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 an individualized relationship with the University's pre-law advisor. Students considering law school come from all majors and minors; no particular major is required. The pre-law advisor works with each student to develop a course of 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 advisor also encourages students to consider additional forms of relevant preparation, such as internships in local law offices or opportunities for research and field experience. The advisor works closely with the Office of Career and Calling on matters such as LSAT preparation and the law school application process. Those interested in pre-law also sponsor various events, including the University'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. A pair of Student Pre-Law Fellowships are awarded annually to especially promising students considering a career in law.

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
https://www.houghton.edu/undergraduate/majors/honors/

Houghton University offers honors opportunities centered on two first-year experiences: the London Honors semester and Science Honors. Both focus on student development through the combination of a rigorous academic curriculum and experiential learning. Students who have completed one of these first-year experiences are entitled to enroll in a variety of 1-credit honors seminars throughout their university career. Other qualified students may also be extended the opportunity to enroll in 1-credit honors seminars. Additionally, students have the option to write an honors thesis in their major discipline during their senior year. Honors thesis eligibility is not limited to students who have participated in one of the two first-year honors experiences.

Select prospective students are invited to apply for admission into one of the first-year experiences. The next year's honors students are selected by May each year. Students in these tracks are expected to achieve at least a 2.5 GPA in their first semester; failure to do so will trigger review by the Director of Honors.

Areas of Study

London Honors
Science Honors

London Honors

19 credits (3 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, WRIT 101, the Writing-Enriched course requirement, Integrated Humanities, half of the Social Science requirement, Art and Music, and half of the Global Competence requirement.

Science Honors

18 credits (7 in fall, 7 in spring, 4 in Mayterm)

The integrative, problem-based Science Honors curriculum comprises 18 credits of coursework in the fall and spring semesters and Mayterm, and is team-taught by faculty from Biology, Chemistry, Physics, Communication, and History. Meets the following General Education requirements: Natural Science, Abstract and Quantitative Reasoning, Integrated Humanities, and half of the Social Science requirement.

Interdisciplinary Studies

Peter C. Meilaender, Dean of Religion, Humanities, and Global Studies

Major

Interdisciplinary Studies (BA/BS)
Liberal Arts– Associate of Arts (AA)

Minors

Military Leadership
Global Humanities

Major

Interdisciplinary Studies Major

BA/BS (33–52 credits)

This major is for students who wish to pursue a multidisciplinary study not already offered by the University. 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 deans of the selected areas (in consultation with appropriate departmental faculty), the Registrar, the Director of General Education, and the Provost's Office. The Provost's Office 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.

Associate of Arts – Liberal Arts

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

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

1. A total of 62 semester credits, 47 of which must be Liberal Arts
2. 40 credits of General Education courses:
    - Required courses – In each category, students must earn at least the minimum number of credits and may count up to the maximum towards the 40 credits of required General Education credits.
        - 6–9 credits of Biblical and Theological Studies
        - 6–9 credits of Integrated Humanities
        - 3–6 credits of Global Competence
        - 3–6 credits of Social Science
        - 3–6 credits of Writing
        - 2–4 credits of Art or Music
        - 2–4 credits of Abstract and Quantitative Reasoning
        - 2–4 credits of Natural Science
        - 0–1 hour of Wellness
        - 0–1 hour of INTS 102 First Year Seminar
    - The remaining credits may be used for electives, an area of focus, or a minor.

Minors

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

Houghton University students may participate in the Reserve Officer Training Corps (ROTC) through a cross-enrollment agreement with St. Bonaventure University. Two credits of military science are offered each semester that combine academic coursework and practical field experiences designed to enhance self-confidence, discipline, initiative, and responsibility. Courses are offered to any interested student without obligation to the Army. Up to 8 credits of Houghton graduation credit can be earned this way. All courses are offered on the St. Bonaventure University campus; 300 and 400 level courses 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.

Global Humanities Minor: 15 credits

15 credits of courses from the following with no more than two courses from any one prefix other than the interdisciplinary HUM prefix:	**Credits**
ART 231 Ancient Art History	4
ART 232 Renaissance and Baroque Art History	4
ART 236 Asian Art History Survey	4
ART 237 Modern and Contemporary Western Art History	4
ENGL 361 Contemporary World Literature	3
HIST 250 World History, 1500-Present	3
HIST 336 Imperial Russia	3
HIST 337 The Soviet Union and Beyond	3
HIST 441 Genocides of the20th Century	3
HUM/HIST/POLS 247 Switzerland: European Politics and Culture	3
HUM/HIST/POLS 348 Vienna 1900: Politico-Cultural Crisis and Creativity	3
HUM 351 Translation Workshop	1
HUM 382 Around the World: Reading Across Borders	1
MHS 256 Music and Global Cultures in Christian Perspective	3
REL/GBS 215 Islam: A Christian Introduction	3
REL 221 Eastern Religions	3
REL 222 New Religious Movements	3
REL 231 Judaism	3
PHIL 231 Topics in Premodern Philosophy	3
THEL 221 History of Christianity 1	3
THEL 222 History of Global Christianity	3
Up to 3 credits of a foreign language	3
Other courses as approved by the Director of the Center for Global Humanities	
Total in minor	**15**

Mathematics

Jill E. Jordan, Dean of Natural Sciences and Mathematics | http://www.houghton.edu/math/ | 585.567.9264

In a Mathematics major, students learn critical thinking and problem-solving skills that equip them to ask and answer big questions, preparing them to respond more effectively to Christ's call in their lives. The Mathematics major includes coursework exploring core mathematical concepts and computations, with an emphasis on mathematical reasoning and proof. The major prepares students to persist through difficulties and to work both collaboratively and independently. Throughout the curriculum, students develop skills in

communicating mathematics, both orally and in writing, and explore ways in which mathematics is essential to a liberal arts education.

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 (BA)

Minor

Mathematics

Faculty

Brandon Bate | Tracie Campbell | Jill E. Jordan | Rebekah B. Johnson Yates

Major

Mathematics Major

BA (32 credits in core; 4–8 prerequisite credits)

Prerequisite Courses	Credits
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4–8
Core Requirements	**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 credits must be at 300 or 400 level	12
Total	32
Total in major	**36–40**

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

*It is recommended that teachers of math choose MATH 333 Probability and Statistics I *or* MATH 351 Modern Geometries.

Minor

Mathematics Minor: 12 credits

12 credits in mathematics courses numbered 182 and higher

Online Programs*

Tammy Dunmire, Director of Online and Concurrent Enrollment | https://www.houghton.edu/online/ | 585-567-9335

*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 University Online offers three graduate degrees: a Master of Arts in Teaching Adolescent Education, a Master of Science in Literacy Education, and a Master of Business Administration.

Graduate Programs

Business Administration (MBA)
Literacy Education (MSEd)
Teaching Adolescent Education (MAT)
Music Education (MMus)

Graduate Programs

Master of Business Administration

MBA (38 credits in the program)

Program requirements are found in the Department of Business and Economics section.

Master of Arts in Teaching (Teaching Adolescent Education [7-12])

MAT (30–39 credits in the program)

Program requirements are found in the Department of Education section.

Master of Science in Education (Literacy Education Program)

MSEd (39 credits in the program)

Program requirements are found in the Department of Education section.

Master of Music in Music Education

MMus (33 credits in the program)

Program requirements are found in the Greatbatch School of Music Handbook.

Physics, Computer Science, and Engineering

Jill E. Jordan, Dean of Natural Sciences and Mathematics | https://www.houghton.edu/physics/ | 585.567.9264

The Department of Physics, Computer Science, and Engineering offers programs in physics and applied physics, computer science (including a concentration in cybersecurity), and data science. In the setting of a Christian liberal arts university, students learn to integrate engineering, natural science, humanities, social science, and mathematics within a Christian worldview. Faculty members design engaging learning experiences that move seamlessly among 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.

The mission of the physics programs at Houghton is to offer a curriculum that leads to both a working knowledge of theory and the practical skills needed to implement it. Physics students learn to use the computational, theoretical, and communication tools of working physicists, develop the character strengths

and virtues that will lead to a successful career, and integrate their learning with Christian principles to address philosophical and theological questions and respond to life circumstances.

Students are given the practical experiences they need by spending 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. Students learn to work at their highest level and to accept nothing less than their very best.

The Computer Science and Data Science programs combine theory with applications so that students are equipped for a wide variety of careers in technological fields or graduate study. The core requirements of these majors ensure that all students have a foundational understanding of their field and are equipped with the skills necessary to collaborate with others and work on computing or data projects. Students can choose electives to expand their knowledge in areas of special interest. Studying computer or data science in a liberal arts context gives students essential grounding in the field while they also experience the intellectual and character development vital to personal and professional growth.

Majors

Applied Physics (BS)
Computer Science (BS)
Computer Science with concentration in Cybersecurity (BS)
Data Science (BA)
Physics (BA)
Physics (BS)

Minors

Computer Science
Data Science
Physics

Pre-Professional

Engineering

Faculty

Brandon Bate
Brandon Hoffman
Katrina Koehler
Babafemi Sorinolu
Jeremy Templeton
Mark Yuly

Majors

Applied Physics Major

BS (69 credits)

The Applied Physics major is for those students interested in the engineering applications of physics and engineering-related careers or graduate programs in engineering or physics. Students begin contributing to an engineering-related research project starting their sophomore year and continue each semester until degree completion. Based on their research project, students write an undergraduate thesis that fulfills the writing-enriched requirement for graduation from Houghton, and they present their results at a scientific or engineering conference.

Core Requirements	Credits
CSCI 211 Programming I	4
MATH 181 Calculus I	4
MATH 182 Calculus II	4
MATH 225 Multivariate Calculus	4
MATH 241 Differential Equations	4

PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
PHYS 171 Introduction to Engineering Design	2
PHYS 212 Modern Physics	2
PHYS 215 Statics	3
PHYS 251 Dynamics	3
PHYS 258 Analog Electronics	3
PHYS 259 Digital Electronics	3
PHYS 275 Experimental Physics Laboratory I	2
PHYS 276 Experimental Physics Laboratory II	2
PHYS 352 Advanced Mechanics *or* PHYS 354 Advanced Electricity & Magnetism *or* PHYS 356 Quantum Mechanics	3
PHYS 353 Electricity and Magnetism	3
PHYS 355 Thermal Physics	3
PHYS 371-375 Physics Project Lab (*4 semesters required*)	8
PHYS 482 Senior Capstone: Physics Seminar	3
STEM 371 Career Seminar	1
Total in major	**69**

Computer Science Major

BS (32–33 credits in core; 8–12 corequisite credits; 3–4 elective credits)

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.

Corequisite Courses	Credits
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4–8
MATH 210 Introduction to Proofs	2
MATH/CSCI 214 Discrete Mathematics	2
Total	8–12

Core Requirements	Credits
CSCI 211 Programming I	4
CSCI 218 Programming II	4
CSCI 226 Computer Architecture	4
CSCI 236 Data Structures and Algorithms	4
CSCI 340 Databases	4
CSCI 345 Machine Learning	4
CSCI 380 Collaborative Research in Computer Science *or* CSCI 393 Summer Collaborative Research in Computer Science	3–4
CSCI 480 Senior Capstone: Senior Seminar	4
STEM 371 Career Seminar	1
Total	32–33
Electives (min. 3 credits)	**Credits**
CSCI XXX: Any CSCI course numbered above 218	4
MATH 225 Multivariate Calculus	4
MATH 261 Linear Algebra	4
PHYS 171 Introduction to Engineering Design	2
Total	3–4
Total in major	**43–49**

Computer Science Major with Concentration in Cybersecurity

BS (32–33 credits in core; 8–12 corequisite credits; 9 credits in concentration)

Corequisite Courses	Credits
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4 or 4, 4
MATH 210 Introduction to Proofs	2
MATH/CSCI 214 Discrete Mathematics	2
Total	8–12
Core Requirements	**Credits**
CSCI 211 Programming I	4
CSCI 218 Programming II	4
CSCI 226 Computer Architecture	4

CSCI 236 Data Structures and Algorithms	4
CSCI 340 Databases	4
CSCI 345 Machine Learning	4
CSCI 380 Collaborative Research in Computer Science *or* CSCI 393 Summer Collaborative Research in Computer Science	3–4
CSCI 480 Senior Capstone: Senior Seminar	4
STEM 371 Career Seminar	1
Total	32–33
Concentration in Cybersecurity	Credits
CSCI 105 Introduction to Cybersecurity	3
CSCI 205 Cybercrime and Governance	3
CSCI 305 Cyber Forensics	3
Total in concentration	9
Total in major	**49–54**

Data Science Major

BA (31–36 credits in core; 7–8 elective credits)

The Data Science major provides a strong foundation of the principles, practices, and tools used in data science. Students have the opportunity to couple that foundation with other 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 findings effectively to varying audiences.

Core Requirements	Credits
CSCI 211 Programming I	4
DSCI 211 Data Science I	4
DSCI 212 Data Science II or CSCI 345 Machine Learning	4
DSCI 380 Collaborative Research in Data Science *or* DSCI 289/389/489 Data Science Internship	4
DSCI 480 Senior Capstone Seminar in Data Science	4
MATH 181 Calculus I *or* MATH 170/171 Calculus I with Pre-calculus A and B	4–8
PSY/BADM 309 Statistics *or* MATH 333 Probability and Statistics I	4
Digital Communication course (chosen from options below)	3–4
Total in core	31–36
Electives (select two courses)	Credits

CSCI 218 Programming II	4
CSCI 236 Data Structures & Algorithms	4
CSCI 312 Computational Statistics	4
CSCI 315 Big Data & Cloud Computing	4
CSCI 340 Databases	4
DSCI 212 Data Science II *or* CSCI 345 Machine Learning *(whichever is not taken in core)*	4
MATH 261 Linear Algebra	4
GBS 212/POLS 212/SOC 312 Social Science Research Methods	3
PSY 312 Advanced Statistics	4
Digital Communication course *(chosen from options below; in addition to the one taken in core)*	3–4
Total elective credits	7–8
Digital Communication Options	Credits
COMM/ART 224 Motion Media Design & Animation	4
COMM/ART 228 Digital Video I	4
COMM 232 Introduction to Web Communication	4
COMM 243/ART 245 Graphic Design	4
COMM/ART 270 Effective Information Design	3
COMM/ART 284 Introduction to Digital Imaging	4
COMM 314 New Media and Society	3
Total in major	**38–44**

Physics Major

BA (45 credits)

The Physics (BA) major is particularly appropriate for students wanting a double major with another field, planning to pursue a career or graduate studies in a field benefitting from a science or technology background, like law or medicine, or those completing a major in Childhood Education and SWD 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 Childhood Education and SWD. 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.

Core Requirements	Credits
MATH 181 Calculus I	4
MATH 182 Calculus II	4

MATH 225 Multivariate Calculus	4
MATH 241 Differential Equations	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
PHYS 212 Modern Physics	2
PHYS 251 Dynamics	3
PHYS 275 Experimental Physics Laboratory I	2
PHYS 353 Electricity & Magnetism	3
PHYS 355 Thermal Physics	3
Physics Electives (PHYS courses 200-level plus)	5
PHYS 482 Senior Capstone: Physics Seminar	3
Total in major	**45**

Physics Major

BS (69 credits)

The Physics (BS) major provides a broad variety of experiences with the theoretical basis of physics, its applications and experimental and mathematical techniques, and its study using computer analysis and simulations. Students at Houghton begin contributing to individual research projects in their sophomore 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. Based on their research, students write an undergraduate thesis that fulfills the writing-enriched requirement for graduation from Houghton. They also present results from their work at a science conference.

This major serves as an excellent preparation for graduate work in physics or related fields, such as engineering, astronomy, materials science, optics, data science, climatology, and meteorology. Students may also use the Physics major as preparation for attending professional school in fields such as medicine, dentistry, and law.

Core Requirements	
CSCI 211 Programming I	4
MATH 181 Calculus I	4
MATH 182 Calculus II	4
MATH 225 Multivariate Calculus	4
MATH 241 Differential Equations	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4

PHYS 171 Introduction to Engineering Design	2
PHYS 212 Modern Physics	2
PHYS 251 Dynamics	3
PHYS 275 Experimental Physics Laboratory I	2
PHYS 276 Experimental Physics Laboratory II	2
PHYS 352 Advanced Mechanics	3
PHYS 353 Electricity and Magnetism	3
PHYS 354 Advanced Electricity and Magnetism	3
PHYS 355 Thermal Physics	3
PHYS 356 Quantum Mechanics	3
PHYS 371-375 Physics Project Lab (*4 semesters required*)	8
PHYS 482 Senior Capstone: Physics Seminar	3
Physics Elective (PHYS course at or above the 200-level)	3
STEM 371 Career Seminar	1
Total in major	**69**

Minors

Computer Science Minor: 16 credits

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 in minor	**16**

Data Science Minor: 16 credits

Required Courses	**Credits**
CSCI 211 Programming I	4
DSCI 211 Data Science I	4
DSCI 212 Data Science II *or* CSCI 345 Machine Learning	4
4 credits chosen from below	
BADM/PSY 309 Statistics	4

COMM/ART 224 Motion Media Design & Animation	4
COMM/ART 228 Digital Video I	4
COMM 232 Introduction to Web Communication	4
COMM 243/ART 245 Graphic Design I	4
COMM/ART 284 Introduction to Digital Imaging	4
COMM 314 New Media and Society	4
CSCI 218 Programming II	4
CSCI 236 Data Structures and Algorithms	4
CSCI 312 Computational Statistics	4
CSCI 315 Big Data and Cloud Computing	4
CSCI 340 Databases	4
CSCI 345 Machine Learning	4
DSCI 212 Data Science II	4
DSCI 380 Collaborative Research in Data Science	4
DSCI 480 Senior Capstone Seminar in Data Science	4
PSY 312 Advanced Applied Statistics	4
Total in minor	**16**

Physics Minor: 12 credits

12 credits of PHYS courses numbered 171 or above.

Pre-Professional Preparation

Engineering Interest

Houghton University has a memorandum of understanding with Syracuse University (SU), where SU will reserve up to 20 spots per year for students majoring in Applied Physics who apply and meet admission criteria for the following programs: MS in Electrical Engineering (with required bridge course at SU), MS in Mechanical & Aerospace Engineering, or MS in Engineering Management. Houghton students must maintain a 3.0 cumulative GPA, and a 3.0 GPA in STEM courses. SU will waive the GRE exam and application fee for applicants from Houghton. Additional information can be obtained by contacting Dr. Jill Jordan.

Psychology and Criminal Justice

Michele Vanasse, Dean of Education & Behavioral Sciences | https://www.houghton.edu/social-sciences/ | 585.567.9308

Psychologists study normal and abnormal behavior, structured and erratic thinking, and stable and troubled emotion. This is 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 varied 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 credits, including Introduction to Psychology, which meets half of the General Education Social Science 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. This program prepares students for careers including 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 Child and Family Studies combines family-focused courses in psychology, sociology, education, and theology.

The minor in Criminal Justice combines applicable courses in criminal justice, political science, and psychology.

The minor in Diversity Studies combines relevant courses in psychology, sociology, anthropology, theology, communication, and intercultural studies.

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 credits in psychology and 18 credits in studio art.

Majors

Behavioral Neuroscience (BA)
Criminal Justice (BA)
Psychology – General Track (BA/BS)
Psychology – Clinical/Counseling Track (BA/BS)
Psychology – Developmental Track (BA/BS)

Minors

Child and Family Studies
Criminal Justice
Diversity Studies
Psychology
Sociology

Psychology – Neuroscience Track (BA/BS)
Psychology – Social Psychology Track (BA/BS)
Criminal Justice (AS)
Psychology (AS)

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

Pre-Professional

Pre-Art Therapy Interest

Faculty

Suzanne Beardsley
William R. Burrichter
Hannah Kim
Timothy Xeriland
Alison Young Reusser

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

Behavioral Neuroscience Major

BA (57–58 credits in major)

Behavioral Neuroscience is an interdisciplinary major for students interested in studying the intricacies of the human brain, how it connects to other systems in the body, and how it relates to human cognition, emotion, and behavior. Students will take courses in several disciplines, including psychology, biology, chemistry, statistics, and experimental methods. This major can be tailored during advising to the specific graduate opportunities each student is interested in pursuing.

Prerequisite Courses	Credits
BIOL 151 General Biology: Organisms to Ecosystems	4
BIOL 152 General Biology: Cellular Biology and Genetics	4
PSY 111 Introduction to Psychology	3
Total	11
Core Requirements	**Credits**
BIOL 251 Genetics	4
BIOL 355 Introduction to Neurobiology	4
BIOL 394 Research in Biology	4
PSY/BADM 309 Statistics	4
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4
PSY 480 Senior Capstone Seminar	3
Total	27

Additional Requirements	Credits
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
MATH 181 Calculus I	4
Total	12
Psychology Electives	**Credits**
Select one class from the list below in consultation with your advisor:	
PSY 213 Developmental Psychology	3
PSY 218 Social Psychology	3
PSY 305 Abnormal Psychology	3
PSY 312 Advanced Statistics	4
PSY 325 Human Sexuality	3
PSY 335 Drugs and Behavior	3
PSY 337 Social Cognition	3
PSY 340 Cognitive Development	3
PSY 342 Social Neuroscience	3
PSY 393 Collaborative Research in Psychology	0–4
Total	3–4
Biology Electives	**Credits**
Select one class from the list below in consultation with your advisor:	
BIOL 217 Human Anatomy & Physiology I	4
BIOL 218 Human Anatomy & Physiology II	4
BIOL 238 Introduction to Forensic Science	4
BIOL 242 Microbiology	4
BIOL 336 Animal Behavior	4
BIOL 365 Immunology	4
BIOL 370 Molecular and Cell Biology	4
BIOL 372 Advanced Vertebrate Physiology	4
BIOL 380 Pathogenic Microbes	4
Total	4

Additional Electives (needed for some graduate programs – consult advisor)	Credits
CHEM 241 Organic Chemistry I	4
CHEM 242 Organic Chemistry II	4
CHEM 332 Biochemistry I	3
CSCI 211 Programming I	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4
Total in major	**57–58**

Criminal Justice Major

BA (38–44 credits in major)

Corequisite	Credits
CRJ 201 Introduction to Criminal Justice	3
Core Requirements	**Credits**
COMM 215 Interpersonal Communication	3
POLS 205 In Search of Justice	3
PSY/BADM 309 Statistics	4
PSY 310 Experimental Methods	4
CRJ 410 Internship in Criminal Justice	0–6
CRJ 480 Senior Capstone Seminar	3
Total	17–23
Additional Coursework	**Credits**
Two Criminal Justice courses chosen from the following:	
CRJ/SOC 231 Criminology	3
CRJ 301 Police Operations and Procedures	3
CRJ 305 Courts, Judgments, and Alternative Consequences	3
CRJ 310 Correction, Probation, & Restorative Justice	3
CRJ 211, 311, 411 Special Topics in Criminal Justice	3
At least one Political Science course chosen from the following:	
POLS 220 The American Political System	3
POLS/PHIL 260 Introduction to Political Thought	3

POLS/PHIL 275 Philosophy of Law	3
POLS 375 Immigration and Citizenship	3
POLS 426 Constitutional Law	3
At least one Psychology course chosen from the following:	
PSY 301 Psychology of Personality	3
PSY 305 Abnormal Psychology	3
PSY 314 Child Psychopathology	3
PSY 320 Stereotyping & Prejudice	3
PSY 335 Drugs & Behavior	3
PSY 402 Counseling & Psychotherapy	3
At least one General course chosen from the following:	
COMM 225 Intercultural Communication	3
COMM 330 Conflict Management	3
CSCI 105 Introduction to Cybersecurity	3
CSCI 205 Cybercrime and Governance	3
PSY/SOC 218 Social Psychology	3
PSY 220 Culture and Human Development	3
SOC/GBS 243 Cultural Anthropology	3
SOC/GBS 350 Culture Change and Globalization	3
Other recommended courses (not required to complete a course from this category):	
COMM 101 Presentational Speaking	2
PSY 111 Introduction to Psychology	3
SOC 111 Introduction to Sociology	3
WRIT 217 Professional Writing	3
Total	18
Optional Honors Project in Criminal Justice (3.4 major GPA, 3.25 cumulative GPA minimum)	Credits
Honors Proposal due to Honors Project Committee by April 1 of Junior Year	
(3) CRJ 496 Honors in Criminal Justice*	3
*This meets the research requirement for senior seminar but no other course objectives.	

Total in major	**38–44**

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

Psychology Major

BA/BS (15 credits in core; 21 in track; 3 corequisite credits)

Corequisite	Credits
PSY 111 Introduction to Psychology	3
Core Requirements	
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 Track	**Credits**
Developmental Psychology Course *(select one from the following)*	3
PSY 213 Developmental Psychology PSY 217 Adolescence and Emerging Adulthood PSY 220 Culture and Human Development PSY 230 Lifespan Development of the Family	
Social Psychology Course *(select one from the following)*	3
PSY/SOC 218 Social Psychology PSY 320 Stereotyping & Prejudice PSY 342 Social Neuroscience	
Clinical Psychology Course *(select one from the following)*	3
PSY 305 Abnormal Psychology PSY 314 Child Psychopathology PSY 315 Psychological Assessment PSY 402 Counseling and Psychotherapy	
Neuroscience Psychology Course *(select one from the following)*	3
PSY 325 Human Sexuality PSY 335 Drugs and Behavior PSY 342 Social Neuroscience	
General Psychology Course *(select one from the following)*	3

PSY 301 Psychology of Personality PSY 306 Psychology of Religion PSY 401 History and Systems of Psychology	
Psychology electives to total 36 credits (beyond PSY 111, may include MED 357 Music Psychology)	6
Total	21
Note: The same course may not count towards two sections (i.e., PSY 301 may count for either a clinical *or* general course but not both).	
Optional Honors Project in Psychology (3.4 major GPA, 3.25 cumulative GPA minimum)	Credits
Honors Proposal due to Honors Project Committee by April 1 of Junior Year	
(3) PSY 496 Honors in Psychology*	3
*This meets the research requirement for senior seminar but no other course objectives.	
Total in major	**39**

Psychology Major – Clinical/Counseling Track

BA/BS (15 credits in core; 21–24 credits in track; 3 corequisite credits)

Corequisite	Credits
PSY 111 Introduction to Psychology	3
Core Requirements	
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
PSY 402 Counseling and Psychotherapy	3
PSY 415 Internship	2–6
Developmental Psychology Course *(select one from the following)*	3
PSY 213 Developmental Psychology PSY 217 Adolescence and Emerging Adulthood PSY 220 Culture and Human Development PSY 230 Lifespan Development of the Family	
Clinical Psychology Course *(select one from the following)*	3

PSY 305 Abnormal Psychology PSY 314 Child Psychopathology PSY 315 Psychological Assessment	
Social/Cultural Psychology Course *(select one from the following)*	3
PSY/SOC 218 Social Psychology PSY 220 Culture and Human Development PSY 320 Stereotyping & Prejudice PSY 342 Social Neuroscience	
Neuroscience Psychology Course *(select one from the following)*	3
PSY 325 Human Sexuality PSY 335 Drugs and Behavior PSY 342 Social Neuroscience	
General Psychology Course *(select one from the following)*	3
PSY 301 Psychology of Personality PSY 306 Psychology of Religion PSY 401 History and Systems of Psychology	
Psychology electives to total 36 credits, if needed (beyond PSY 111, *or* MED 357 Music Psychology)	0–1
Total	21–24
Note: the same course may not count towards two sections; i.e., PSY 220 may count for either a developmental or a social/cultural psychology course, but not both.	
Optional Honors Project in Psychology (3.4 major GPA, 3.25 cumulative GPA minimum)	Credits
Honors Proposal due to Honors Project Committee by April 1 of Junior Year	
(3) PSY 496 Honors in Psychology*	3
*This meets the research requirement for senior seminar but no other course objectives.	
Total in major	**39**

Psychology Major – Developmental Psychology Track

BA/BS (15 credits in core; 21 credits in track; 3 corequisite credits)

Corequisite	Credits
PSY 111 Introduction to Psychology	3
Core Requirements	
BADM/PSY 309 Statistics	4
PSY 310 Experimental Methods	4
PSY 354 Brain and Behavior	4

PSY 480 Senior Capstone Seminar	3
Total	15
Developmental Psychology Track	**Credits**
PSY 213 Developmental Psychology	3
PSY 217 Adolescence and Emerging Adulthood	3
Developmental Psychology Course *(select one from the following)*	3
PSY 220 Culture and Human Development PSY 230 Lifespan Development of the Family SOC 237 Introduction to Marriage and Family Studies	
Social Psychology Course *(select one from the following)*	3
PSY/SOC 218 Social Psychology PSY 320 Stereotyping & Prejudice PSY 342 Social Neuroscience	
Clinical Psychology Course *(select one from the following)*	3
PSY 305 Abnormal Psychology PSY 314 Child Psychopathology PSY 315 Psychological Assessment PSY 402 Counseling and Psychotherapy	
Neuroscience Psychology Course *(select one from the following)*	3
PSY 325 Human Sexuality PSY 335 Drugs and Behavior PSY 342 Social Neuroscience	
General Psychology Course *(select one from the following)*	3
PSY 301 Psychology of Personality PSY 306 Psychology of Religion PSY 401 History and Systems of Psychology	
Total	21
Psychology electives (optional; may include MED 357 Music Psychology)	
Note: the same course may not count towards two sections; i.e., PSY 220 may count for either a developmental or a social/cultural psychology course, but not both.	
Optional Honors Project in Psychology (3.4 major GPA, 3.25 cumulative GPA minimum)	**Credits**
Honors Proposal due to Honors Project Committee by April 1 of Junior Year	
(3) PSY 496 Honors in Psychology*	3
*This meets the research requirement for senior seminar but no other course objectives.	
Total in major	**39**

Psychology Major – Neuroscience Track

BA/BS (15 credits in core; 21 in track; 3 corequisite credits)

Corequisite	Credits
PSY 111 Introduction to Psychology	3
Core Requirements	
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 342 Social Neuroscience	3
PSY 325 Human Sexuality *or* PSY 335 Drugs and Behavior	3
PSY 393 Collaborative Research in Psychology	1–4
Psychology electives to total 36 credits if needed (beyond PSY 111; may include MED 357 Music Psychology)	0–2
Developmental Psychology Course *(select one from the following)*	3
PSY 213 Developmental Psychology PSY 217 Adolescence and Emerging Adulthood PSY 220 Culture and Human Development PSY 230 Lifespan Development of the Family	
Social Psychology Course *(select one from the following)*	3
PSY/SOC 218 Social Psychology PSY 320 Stereotyping & Prejudice	
Clinical Psychology Course *(select one from the following)*	3
PSY 305 Abnormal Psychology PSY 314 Child Psychopathology PSY 315 Psychological Assessment PSY 402 Counseling and Psychotherapy	
General Psychology Course *(select one from the following)*	3
PSY 301 Psychology of Personality PSY 306 Psychology of Religion PSY 401 History and Systems of Psychology	

Total	min. 21
Optional Honors Project in Psychology (3.4 major GPA, 3.25 cumulative GPA minimum)	Credits
Honors Proposal due to Honors Project Committee by April 1 of Junior Year	
(3) PSY 496 Honors in Psychology*	3
*This meets the research requirement for senior seminar but no other course objectives.	
Total in major	**39**

Psychology Major – Social Psychology Track

BA/BS (15 credits in core; 21 credits in track; 3 corequisite credits)

Corequisite	Credits
PSY 111 Introduction to Psychology	3
Core Requirements	
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 Psychology Track	Credits
PSY 218 Social Psychology	3
PSY 320 Stereotyping & Prejudice *or* PSY 342 Social Neuroscience	3
PSY 393 Collaborative Research	1–4
Psychology electives to total 36 credits if needed (beyond PSY 111; may include MED 357 Music Psychology)	0–2
Developmental Psychology Course *(select one from the following)*	3
PSY 213 Developmental Psychology PSY 217 Adolescence and Emerging Adulthood PSY 220 Culture and Human Development PSY 230 Lifespan Development of the Family	
Clinical Psychology Course *(select one from the following)*	3
PSY 305 Abnormal Psychology PSY 314 Child Psychopathology PSY 315 Psychological Assessment PSY 402 Counseling and Psychotherapy	

Neuroscience Psychology Course *(select one from the following)*	3
PSY 325 Human Sexuality PSY 335 Drugs and Behavior PSY 342 Social Neuroscience	
General Psychology Course *(select one from the following)*	3
PSY 301 Psychology of Personality PSY 306 Psychology of Religion PSY 401 History and Systems of Psychology	
Total	21
Note: the same course may not count towards two sections; i.e., PSY 342 may count either in social psychology requirement *or* as a neuroscience course, but not both.	
Optional Honors Project in Psychology (3.4 major GPA, 3.25 cumulative GPA minimum)	Credits
Honors Proposal due to Honors Project Committee by April 1 of Junior Year	
(3) PSY 496 Honors in Psychology*	3
*This meets the research requirement for senior seminar but no other course objectives.	
Total in major	**39**

Criminal Justice – Associate of Science

AS (minimum of 62 credits)

The AS in Criminal Justice curriculum consists of 32 credits in General Education requirements, 21 credits in criminal justice, and 9 credits in additional electives.

General Education	Credits
BIBL 101 Biblical Literature (required)	3
THEL 209 Introduction to Christianity (required)	3
WRIT 101 Writing in the Liberal Arts (required)	3
Art/Music electives	2–4
Integrated Humanities electives	6
Abstract and Quantitative Reasoning electives	2–4
Natural Science electives	2–4
Social Science electives	3–6
Global Competence elective	3
INTS 102 First Year Seminar	0–1
Total (must take 23 credits chosen from above, in addition to BIBL 101, THEL 209, and WRIT 101)	32

Criminal Justice	Credits
CRJ 201 Introduction to Criminal Justice	3
CRJ 301 Police Operations and Procedures	3
CRJ 305 Courts, Judgments, and Alternative Consequences	3
POLS 270 Introduction to Public Policy	3
Total	12
Electives from the Criminal Justice (BA) Major	**Credits**
Elective courses chosen to total 9 credits	9
Additional electives	**Credits**
Courses chosen to total 9 credits	9
Total in degree	**62**

Psychology – Associate of Science

AS (minimum of 62 credits)

The AS in Psychology curriculum consists of 32 credits in General Education requirements, 21 credits in psychology, and 9 credits in additional electives.

General Education	Credits
BIBL 101 Biblical Literature (required)	3
THEL 209 Introduction to Christianity (required)	3
WRIT 101 Writing in the Liberal Arts (required)	3
Abstract and Quantitative Reasoning electives	2–4
Art/Music electives	2–4
Global Competence elective	3
Integrated Humanities electives	6
Natural Science electives	2–4
Social Science electives	3–6
INTS 102 First Year Seminar	0–1
Total	32
Psychology	**Credits**
PSY 111 Introduction to Psychology	3
PSY 213 Developmental Psychology	3
PSY 218 Social Psychology	3

PSY 305 Abnormal Psychology	3
Total	12
Psychology Electives	Credits
Any course with a PSY prefix	9
Additional Electives	Credits
Courses chosen to total 9 credits	9
Total in degree	**62**

Minors

Child and Family Studies Minor: 15–18 credits

At least <u>one</u> course selected from below:	**Credits**
PSY 230 Lifespan Development of the Family	3
SOC 237 Introduction to Marriage and Family Studies	3
At least <u>two</u> courses selected from below:	
PSY 213 Developmental Psychology	3
PSY 217 Adolescence and Emerging Adulthood	3
PSY 314 Child Psychopathology	3
At least <u>one</u> course selected from below:	
PSY 220 Culture and Human Development	3
PSY 325 Human Sexuality	3
Electives to reach 15 credit minimum**:**	
Any of the above courses not used for previous categories *or*	
EDUC 219 Educational Psychology	3
SOC 330 Culture and Family	2
SOC 362 Gender Relations	3
SOC 394 Internship in Family Studies	1–6
THEL 310 Women, Men, and the Image of God	3
THEL 337 Theological Foundations of the Family	3
Special Topics courses as approved by school dean	3
Total in minor	**15**

The Child and Family Studies minor is interdisciplinary, combining the fields of psychology, sociology, education, and theology to provide an integrative field of study that examines child development; the social, cultural, and theological functions of the family; and the dynamics of family systems. The minor is designed to provide students with exposure to knowledge and skills necessary 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 (e.g., marriage and family studies, early childhood education, pastoral care).

Criminal Justice Minor: 15 credits

Required Course:	**Credits**
CRJ 201 Introduction to Criminal Justice	3
***At least one course selected from below*:**	
CRJ 301 Police Operations and Procedures	3
CRJ 305 Courts, Judgments, and Alternative Consequences	3
CRJ 310 Correction, Probation, and Restorative Justice	3
CRJ 211, 311, 411 Special Topics in Criminal Justice	3
POLS 220 The American Political System	3
POLS 270 Introduction to Public Policy	3
POLS/PHIL 275 Philosophy of Law	3
POLS 426 Constitutional Law	3
At least one course selected from below:	
COMM 330 Conflict Management	3
PSY/SOC 218 Social Psychology	3
PSY 301 Psychology of Personality	3
PSY 305 Abnormal Psychology	3
PSY 314 Child Psychopathology	3
PSY 320 Stereotyping and Prejudice	3
PSY 335 Drugs and Behavior	3
PSY 350 Cultural Competencies for Practice	3
PSY 402 Counseling and Psychotherapy	3
Electives (5–6 credits, to total 15 credits in the minor)	
Any of the above courses not used for previous categories *or*	
POLS 205 In Search of Justice	3
CRJ/SOC 231 Criminology	3
THEL 230 Building Shalom: Justice, Love, and the Christian Life	3
WRIT 217 Professional Writing	3
Special Topics courses as approved by school dean	2–3
Total in minor	**15**

The Criminal Justice minor is an interdisciplinary minor that involves courses in criminal justice, political science, and psychology. It is designed for students who are pursuing another academic major but who have an academic and/or career interest in the area of criminal justice. Studying criminal justice offers excellent preparation for students anticipating careers in counseling, social work, and other health services; politics and law; ministry; activism and lobbying; law enforcement; or forensic psychology.

Diversity Studies Minor: 15 credits

At least two courses selected from below:	**Credits**
PSY 220 Culture and Human Development	3
PSY 318 Psychology of Race and Racism	3
PSY 320 Stereotyping and Prejudice	3
PSY 350 Cultural Competencies for Practice	3
At least one course selected from below:	
GBS/SOC 243 Cultural Anthropology	3
SOC/PSY 218 Social Psychology	3
SOC 335 Diversity in the Workplace	3
SOC 362 Gender Relations	3
Electives (6–7 credits to total 15 credits in the minor)	
Any of the above courses not used for previous categories *and/or*	
COMM/INCL 225 Intercultural Communication	3
ENGL 361 Contemporary World Literature	3
GBS 201 Introduction to Global Studies	3
INCL 210 Intercultural Competencies	3
POLS 205 In Search of Justice	3
PSY 325 Human Sexuality	3
THEL 230 Building Shalom: Justice, Love, and the Christian Life	3
THEL 232 Poverty, Wealth, and the Christian Gospel	3
THEL 240 Ethnicity, Race, and the Church	3
THEL 295 Race and American Christianity	3
WRIT 312 Writing for Social Change	3
Special Topics courses as approved by school dean	
Total in minor	**15**

The interdisciplinary Diversity Studies minor combines the fields of psychology, sociology, anthropology, theology, communication, and intercultural studies to provide an integrative field of study that examines human relations by looking at human differences and inequities (in gender, age, race, religion, nationality, ethnicity, sexuality, and socioeconomic status) to develop critical thinking, cultivate knowledge, and promote intercultural communication. The minor is designed to equip students to work, live, and worship in an increasingly diverse society and to understand diversity at interpersonal, systemic, and structural levels.

Psychology Minor: 15 credits

15 credits in psychology above PSY 111

Sociology Minor: 12 credits

12 credits above SOC 101

Pre-Professional Preparation

Pre-Art Therapy Interest

Combined art and psychology offering

Faculty Advisor: Alison Young Reusser

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 credits 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 Studio Art major	Credits
PSY 213 Developmental Psychology	3
PSY 305 Abnormal Psychology	3
At least two more courses *selected from the following* in consultation with Pre-Art Therapy advisor	
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
Total	min. 12

Psychology Major option: The American Art Therapy Association requires a minimum of 18 semester credits 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
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 the Pre-Art Therapy advisor about appropriate selection of courses.

Sport, Recreation, and Wellness

Mark Borchert, Dean of Management and Creative Arts | https://www.houghton.edu/sport-recreation-and-wellness/ | Equestrian Center: 585.567.8142

Majors

Sport, Recreation, and Wellness Management (BS)
SRWM: Equestrian Studies Concentration – Management Emphasis (BS)
SRWM: Equestrian Studies Concentration – Performance Emphasis (BS)

Minors

Athletic Administration and Sports Management
Equestrian Studies
Equine-Assisted Therapy
Health Promotion and Fitness
Recreation
Sports Ministry

Faculty

Andrea N. Boon
Gregory Gidman
Larissa Ries

General Information

The Sport, Recreation, and Wellness Management academic programs aim to develop the character and intellect of our students and to equip them with skills to be Christ-like scholar-servants who will effectively lead sport, equestrian, recreational, and wellness organizations.

The Sport, Recreation, and Wellness Management (SRWM) department 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, recreation, sports ministry, equestrian studies, and/or equine-assisted therapies.

The SRWM major with an Equestrian Studies Concentration offers two options: Equine Performance or Equine Management. These majors provide a 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. Courses 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 the Houghton 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 University does not have an appropriate horse in the University 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 primary care 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

Sport, Recreation, and Wellness Management Major

BS (44–48 credits in major; 14–16 credits in required minor)

Core Requirements	Credits
ACCT 211 Financial Accounting	3
BADM 201 Business Communication	3
BADM 212 Principles of Management	3
BADM/COMM 218 Marketing Principles	3
Any BADM 200-level or above business elective	3
BADM 314 Human Resources Management	3
BADM 320 Leadership Development *or* SRWM 229 Outdoor Leadership Training	3
Select 2 from: COMM/ART 115, 205, 215, *or* 216	5–6
Select 2 from: PSY 213, 217, 230, *or* 301	6
*SRWM 221 Principles of Sport, Recreation, and Wellness Management	3
*SRWM 300 Program Planning and Evaluation	3
SRWM 308 *or* CPR/AED for the Prof. Res. & First Aid *or* WFA *or* Lifeguarding – current certification upon graduation	0–1
*SRWM 475 Professional Development	1
*SRWM 486, 487, 488 Practicums I, II, III *and/or* SRWM 489 Internship	3–5
SRWM 481 Senior Capstone Seminar	2
Total	44–48
Minor (required – must be from preapproved list or by approval from the school dean)	14–16
Total in major + required minor	**58–64**

*Courses also found within the Recreation minor

Sport, Recreation, and Wellness Management Major: Equestrian Studies – Management Emphasis

BS (54–58 credits in major; 1–3 prerequisite credits)

Prerequisite Courses	Credits
EQST 101 Introduction to Equestrian Studies	1
EQST 113 Horsemanship 1 (option to test out)	1
EQST 201 Developing Your Independent Seat (option to test out)	1
Total	1–3
Core Requirements	**Credits**
ACCT 211 Financial Accounting	3
BADM 201 Business Communication	3
BADM 212 Principles of Management	3
Any BADM 200-level or above business elective	3
BADM 320 Leadership Development *or* SRWM 229 Outdoor Leadership Training	3
Select one course from: COMM/ART 115 *or* COMM 205 *or* COMM 215 *or* COMM 216	2–3
Select one course from: PSY 213 *or* PSY 217 *or* PSY 230 *or* PSY 301	3
SRWM 221 Principles of Sport, Recreation, and Wellness Management	3
SRWM 300 Program Planning and Evaluation	3
SRWM 308 First Aid & Safety *or* CPR/AED for the Prof. Res. & First Aid *or* WFA *or* Lifeguarding – current certification upon graduation	0–1
SRWM 475 Professional Development	1
Must choose either an internship or three semesters of practicum: SRWM 489 Internship *or* SRWM 486/487/488 Practicum I/II/III	3–5
SRWM 481 Senior Capstone	2
Total	32–36
Equestrian Studies Concentration Requirements	**Credits**
EQST 231 Equine Facility Management I	2
EQST 238 Equine Science I	2
Total	4
Management Emphasis Requirements	**Credits**
BADM/COMM 218 Marketing Principles	3

BADM 314 Human Resources Management	3
EQST 214 Horsemanship Through the Disciplines	2
EQST 331 Equine Facility Management II	2
EQST 338 Equine Science II	2
EQST 429 Equine Nutrition	1
EQST 430 Lameness Identification	1
Total	14
Elective Options – *select 4 credits from the following*:	
EQST 222 Equestrian Pedagogy Methods	2
EQST 225 Jumping I	2
EQST 224 CHA Riding Instructor Certification	1
EQST 226 Foundations of Equine-Assisted Therapies	2
EQST 230 Principles of Western Riding	2
EQST 240 Teaching Riding in Bolivia	2
EQST 276 Dressage	2
EQST 323 Eventing	2
EQST 326 Jumping II	2
EQST 328 Horse Show Judging	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 424 Principles of Training	3
EQST 427 Mini Prix Equitation	2
EQST XXX Independent Study	1–3
EQST XXX Special Topics	1–3
Total	4
Total in major	**54–58**

Sport, Recreation, and Wellness Management Major: Equestrian Studies – Performance Emphasis

BS (54–58 credits in major; 1–3 prerequisite credits)

Prerequisite Courses	Credits
EQST 101 Introduction to Equestrian Studies	1
EQST 113 Horsemanship I (option to test out)	1
EQST 201 Developing Your Independent Seat (option to test out)	1
Total	1–3
Core Requirements	**Credits**
ACCT 211 Financial Accounting	3
BADM 201 Business Communication	3
BADM 212 Principles of Management	3
Any BADM 200-level or above business elective	3
BADM 320 Leadership Development *or* SRWM 229 Outdoor Leadership Training	3
Select one course from: COMM/ART 115 *or* COMM 205 *or* COMM 215 *or* COMM 216	2–3
Select one course from: PSY 213 *or* PSY 217 *or* PSY 230 *or* PSY 301	3
SRWM 221 Principles of Sport, Recreation, and Wellness Management	3
SRWM 300 Program Planning and Evaluation	3
SRWM 308 First Aid & Safety *or* CPR/AED for the Prof. Res. & First Aid *or* WFA *or* Lifeguarding – current certification upon graduation	0–1
SRWM 475 Professional Development	1
Must choose either an internship or three semesters of practicum: SRWM 489 Internship *or* SRWM 486/487/488 Practicum I/II/III	3–5
SRWM 481 Senior Capstone	2
Total	32–36
Equestrian Studies Concentration Requirements	**Credits**
EQST 231 Equine Facility Management I	2
EQST 238 Equine Science I	2
Total	4
Performance Emphasis Requirements	
EQST 222 Equestrian Pedagogy Methods	2
EQST 224 CHA Riding Instructor Certification	1
EQST 225 Jumping I	2
EQST 230 Principles of Western Riding	2

EQST 276 Dressage	2
EQST 323 Eventing	2
EQST 326 Jumping II	2
EQST 334 Competition Dressage	2
EQST 424 Principles of Training	3
Total	18
Total in major	**54–58**

Minors

Athletic Administration and Sports Management Minor: 16 credits

Required Courses	**Credits**
SRWM 221 Principles of Sport, Recreation, and Wellness Management*	3
BADM 320 Leadership Development *or* SRWM 229 Outdoor Leadership Training**	3
Recommended Electives – *select electives to total 16 credits as approved by advisor:*	
SRWM 270 Global Sports Culture	3
SRWM 306 Principles of Coaching & Sports Management	3
SRWM 313 Sports Marketing & Communication	3
SRWM 314 Organization & Management of Athletics	3
SRWM 325 Certified Personal Trainer	2
SRWM 326 Strength & Conditioning	2
SRWM 327 Sports Nutrition	2
SRWM 486/487/488 Practicum I, II, *and/or* III – *site location approved by instructor**	1–3
BADM xxx – recommended and approved by advisor	3
COMM XXX – recommended and approved by advisor	2–3
PSY 200 level or higher – recommended and approved by advisor	3
Total in minor	**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 credits

Requirements	Credits
SRWM 221 Principles of Sport, Recreation, and Wellness Management *or* SRWM 229 Outdoor Leadership Training *or* SRWM 300 Program Planning	3
EQST 101 Introduction to Equestrian Studies	1
EQST 231 Equine Facility Management I	2
EQST 238 Equine Science I	2
Equestrian electives (EQST 201 or above)	6
Total in minor	**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 credits of EQST courses may be counted towards graduation for students not majoring in SRWM with the equestrian options or minoring in Equestrian Studies.

Equine-Assisted Therapy Minor: 15 credits

Requirements	Credits
EQST 101 Introduction to Equestrian Studies	1
EQST 226 Foundations of Equine-Assisted Therapies	2
EQST 231 Equine Facility Management I	2
EQST 238 Equine Science I	2
EQST 336 Methods and Materials of Equine-Assisted Therapies	2
Equestrian electives (EQST 214 or above)	6
Total in minor	**15**

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 credits of EQST courses may be counted towards graduation for students not majoring in SRWM with the equestrian options or minoring in Equestrian Studies.

Health Promotion and Fitness Minor: 16 credits

Required Courses	Credits
SRWM 221 Principles of Sport, Recreation, and Wellness Management*	3
SRWM 237 Holistic Health	3

Current Certification – SRWM 308 First Aid & Safety *or* CPR/AED for the Professional Rescuer and First Aid *or* Lifeguarding *or* WFA/WFR	0–2
Recommended Electives – *select electives to total 16 credits as approved by advisor*	
SRWM 306 Principles of Coaching & Sport Management	3
SRWM 325 Certified Personal Trainer	2
SRWM 326 Strength & Conditioning	2
SRWM 327 Sports Nutrition	2
SRWM 314 Organization & Management of Athletics	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	4
Total in minor	**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. Students are prepared for careers in health promotion, fitness instruction, strength and conditioning coaching, and personal training.

Recreation Minor: 16 credits

Required Courses	**Credits**
SRWM 221 Principles of Sport, Recreation, and Wellness Management*	3
BADM 320 Leadership Development *or* SRWM 229 Outdoor Leadership Training**	3
Current Certification – WFA/WFR recommended *or* CPR/AED for the Prof. Rescuer & First Aid *or* Lifeguarding *or* SRWM 308 First Aid & Safety*	0–2
Recommended Electives – *select electives to total 16 credits as approved by advisor*	
SRWM 104 Backpacking	1
SRWM 220 Adventure Sports	2
SRWM 240 Camps & Summer Programs	3
SRWM 241 Recreation & Tourism	3
SRWM 301 Outdoor & Experiential Education	3
SRWM 401 Natural Resource Management	3
BIOL 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 in minor	**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 credits

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
Total	9
Select one course from the following:	
CRFM 340 Theological Explorations in Youth Cultures and Ministry	3
BADM 320 Leadership Development *or* SRWM 229 Outdoor Leadership Training**	3
Total	3
Recommended Electives – *select electives to total 16 credits as approved by advisor*	
CRFM 340 *(if not chosen in previous category)*	3
INCL XXX – Intercultural course recommended by department	1–4
MISS 242 Missions and the Global Church	4
SRWM 240 Camps and Summer Programs	3
SRWM 241 Recreation and Tourism	3
SRWM 270 Global Sports Culture	3
SRWM 306 Principles of Coaching and Sport Management	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:	
INCL 311 Intercultural Experience	1–4
MIN 410 Ministerial Field Education	3–6
MISS 311 Cross Cultural Field Experience	3–4
Total in minor	**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.

Student Life

New Student Programs

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

The two components of the First Year program are Fall and Spring Orientation, and INTS 102 First Year Seminar (a required course for all 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 Lewis 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. Spring Orientation, though more condensed than the Fall offering, provides the same content and opportunities to new first-year and transfer students for the spring semester.

Off-Campus Study Opportunities

Marcus Dean, Director | https://www.houghton.edu/undergraduate/majors/off-campus-studies/ | 585.567.9634 | OCS@houghton.edu

Houghton University students have access to several unique study-abroad options. Some are operated entirely by Houghton University, 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 Library 309.

Participating in an off-campus opportunity is an academic privilege that can enhance a student's education. Because of the additional demands of an off-campus setting, students are required to have a 2.5 or higher GPA to participate in any off-campus opportunity.

Affiliated Opportunities

CCCU Off-Campus

Contemporary Music Center CCCU

Los Angeles Film Studies Center CCCU

Middle East Studies CCCU

Oxford Summer School CCCU

Scholar's Semester in Oxford

Uganda Studies CCCU

Other Off-Campus Opportunities

Au Sable Institute of Environmental Studies

Budapest Math Semester

Chez Vous

Creation Care Studies

International Business Institute

Jerusalem University College

Living and Learning International

Nazarene Theological College (Manchester, UK)

NOLS (National Outdoor Leadership School)

Oregon Extension

SSA Education Abroad

Trinity Semester in Spain

Veritas

Affiliated Off-Campus Studies

Contemporary Music Center (CMC)

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.

Los Angeles Film Studies Center

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.

Middle East Studies CCCU

CCCU Off-Campus Opportunity (16 credits)

The Middle East Studies Program (MESP), sponsored through Jerusalem University College (JUC), offers undergraduate students a semester immersed in Middle Eastern culture, religion, thought, and practice. The program is designed to combine academic study with experiential learning for a unique and transformational semester. Students will engage with the distinct communities in Jerusalem and beyond, interact with the diverse ideologies, trace the major conflicts, begin to learn the language, and participate in the local cultures.

By living and studying in residence with JUC, students obtain a mosaic of experiences in daily life, language, food, culture, religion, and the politics of a city with ancient roots and modern significance. With travel throughout Israel, Palestine, Jordan, and other locations in the Middle East, students learn firsthand how to work, play, live, and serve in the region. In and outside of the classroom, JUC students gain insights from both Israeli and Palestinian scholars to encounter the breadth of viewpoints represented in the region.

Scholar's Semester in Oxford

Off-Campus Opportunity (17 credits)

Live and study in the beautiful and renowned city of Oxford. A semester at Scholarship and Christianity in Oxford (SCIO) utilizes expert tutors, offers endless scholarly resources, grants access to the Bodleian library, and more. We invite you to walk the same paths and study in the same places as some of the greatest scholars in history. A plan of study can be developed around a thematic or disciplinary concentration, or personalized learning.

Course Descriptions

Primary Tutorial (6 credits)

Primary tutorials take place each week (during the last 8 weeks of the fall semester and the first 8 weeks of the spring semester) for a total of 8 meetings. Students complete assigned readings, conduct research, and write essays each week in preparation for tutorials. Tutorial work is graded by tutor assessment of each student's written and oral work.

Secondary Tutorial (3 credits)

Secondary tutorials meet every other week (during the last 8 weeks of the fall semester and the first 8 weeks of the spring semester) for a total of 4 meetings. Aside from the subject, secondary tutorials have all the same characteristics as primary tutorials.

TUTORIAL TOPICS

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

Research Project (4 credits)

In consultation with their supervisors, semester-long students prepare a research plan on a topic of their choice; they reflect on methodological issues within their discipline; and integrate material covered in literature and elsewhere, with a view to produce a piece of research that can help further their scholarly activities beyond Oxford. It is a time to learn from one another as well as from your adviser, to develop your research skills for the future. Research projects are offered in the following seven disciplines: Classics, English language and literature (for English and modern language students), history, history of art, philosophy, psychology, science and religion, and theology.

Selected Topics in British Culture (4 credits)

In this course you will examine aspects of past and present-day Britain, either with direct studies of its society and culture or through its novelists and philosophers, artists, poets, mystics, and myth makers. You will have a chance to approach your chosen topic both in and outside the classroom – through discussion in small groups, analysis of texts, and field trips to iconic places outside Oxford, such as Stonehenge, Cambridge, or Hampton Court.

This course is offered as a series of discussion classes, in small groups. You will focus on one topic of your choice, out of 14 'selected topics,' ranging from Applied Ethics to sharing a crowded planet. See https://cccuglobaled.org/scio/#academics for more info.

Oxford Summer School

Off-Campus Opportunity (6 credits)

The SCIO Summer Programme offers students an opportunity to choose two seminars in which participants explore topics in small groups, meet with a tutor for one-on-one tutorials, and explore the British Isles. The SCIO Summer Programme fuels intellectual minds at all levels of education: undergraduate, post-graduate, professorial, and beyond.

All students participate in two different seminars. Each summer seminar consists of three discussion classes, four gobbets classes (gobbet is Oxford's word for a small mouthful of text for close reading or translation and then discussion), and two tutorials. Discussion classes (1 hour) and gobbets classes (45 minutes) are with the seminar leader and a small but varying number of participants. For each class, students read all or parts of assigned texts and then discuss them. Students are evaluated by seminar leaders on the basis of written work. Seminars can be taken for undergraduate credit.

As part of their seminars, students participate in individual tutorials during the second part of the programme. While meeting one-on-one with their seminar leader, students develop, discuss, and defend an essay related to the students' seminar topic. Tutorials are individual meetings of one hour between the seminar leader and each of the seminar participants. In preparation for each tutorial, the student reads assigned texts and writes an essay of 2,000 words in response to a question set by the seminar leader.

All Oxford Summer Programme students must complete their pre-programme reading before arriving at Oxford. Once your seminars have been confirmed, please ensure you make a prompt start with this reading or you will not be able to make the most of your discussion classes and tutorials.

Seminar & Tutorial A
Credits: 3

Each summer seminar consists of three discussion classes, four gobbets classes (gobbet is Oxford's word for a small mouthful of text for close reading or translation and then discussion), and two tutorials. Tutorials are one-on-one meetings of one hour between the seminar leader and a student. Each student prepares one essay per tutorial. Learn more and find seminar descriptions on the Seminars page. https://cccuglobaled.org/scio-summer/#seminars

Seminar & Tutorial B

Credits: 3

Each summer seminar consists of three discussion classes, four gobbets classes (gobbet is Oxford's word for a small mouthful of text for close reading or translation and then discussion), and two tutorials. Tutorials are one-on-one meetings of one hour between the seminar leader and a student. Each student prepares one essay per tutorial. Learn more and find seminar descriptions on the Seminars page.

Other Off-Campus Opportunities

Au Sable Institute of Environmental Studies

Affiliated Off-Campus Mayterm and Summer

Au Sable is needed through the appropriate department (usually Biology) working with the Au Sable faculty representative (Dr. Eli Knapp) and Houghton's Off-Campus Studies Office. A maximum of 8 credits 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. Knapp 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), and Latin America (Vara Blanca, Costa Rica). Online Classes are also available in May and Summer Sessions.

Institute offers expert-led environmental field instruction rooted in Christian faith and a supportive community, empowering students to be leaders in environmental service and stewardship. Headquartered in Michigan, Au Sable 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

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 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.

All Chez Vous courses taken through Houghton will be registered as French special topics courses as needed for the student. Approval is required through the school dean working with the student's advisor and the current French professor or Houghton's Off-Campus Studies Office.

Creation Care Study Program

Affiliated Off-Campus Opportunity (16 credits)

The Creation Care Study Program (CCSP) is a 15-week residential interdisciplinary environmental studies program based in New Zealand. The core curriculum consists of three 4-credit courses – God and Nature, Ecosystems of New Zealand (South Pacific program), and Sustainable Community Development; a 3-credit core course, Introduction to Environmental Literature; and 1 credit of Te Reo Maori language. CCSP courses are composed of several integrated block classes taught over the span of the semester. All courses receive Houghton credit.

Nestled under the South Island's snow-capped Kaikoura mountain range, but just a hop, skip, and a jump to the ocean, CCSP's camps is the ideal setting for a New Zealand study program. Step outside the door and you'll be experiencing small-town Kiwi life. Walk across the street, or take one of our bikes for a short ride, and you'll be at the beach where dolphins and seals frolic, and further off-shore, whales are hunting.

Biblical shalom, which informs, motivates, and guides CCSP's educational goals and objectives, is further explained in the following excerpt from CCSP's handbook. If this resonates with you that's a good sign; CCSP is the program for you! If you find this challenging or interesting, and are up for an educational adventure learning about God's heart for shalom, then CCSP may also be the right program for you. Pray about it, and follow God's leading, and if you join us in New Zealand, it will sure to be the semester of a lifetime!

Course Descriptions

ENGL 307 Environmental Literature (3 credits – as 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 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. (Fulfills half of General Education Natural Science requirement, 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 210 ea o 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.

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 global locations. Recent sites visited have been India, Hungary, Belgium, Austria, Czech, France, Germany, Netherlands, United Kingdom, the UAE, and Taiwan.

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 and other courses.

Jerusalem University College

Jerusalem University College (JUC), an independent, degree-granting academic institution in Jerusalem, is also an extension campus for over 70 accredited Christian colleges, universities, and seminaries around the world. JUC offers courses in Archaeology, Geography, Hebrew, History (includes Bible courses), and Middle Eastern Cultures and Religions. For over 60 years, JUC has grounded its mission in the broad evangelical traditions that focus on the centrality of Jesus Christ and the authority of Scripture. This backdrop of faith within the context of Jerusalem creates a rich and unique opportunity to educate students through living learning experiences. All JUC courses taken through Houghton will be registered as Houghton University special topics courses in areas within Houghton's catalog. Approval is required through the school dean, working with the student's advisor and Houghton's Off-Campus Studies Office.

Living and Learning International

Living and Learning International offers academically excellent global programs where students live in community, engage the challenges of the world, and learn to respond with a biblical Christian worldview. Programs are offered in Ecuador and Italy (transcripted by College of the Ozarks), on the East Coast-Baltimore (transcripted by Messiah University), and in Spain and London (transcripted by Biola University).

Living and Learning International – Ecuador

This semester abroad opportunity is based in Quito, the nation's capital. Quito, Ecuador has amazing weather and is famous for its eternal springtime conditions. The city offers rich history, architecture, friendly people and safe living conditions in which to grow and learn. We offer an amazing mixture of adventure, academic

excellence, culture, practical experience, language, mission, and integrated living as you participate in this semester abroad program.

Living and Learning International in Quito, Ecuador is a study abroad program available to students who desire to continue their college education in an international setting. This semester is designed to combine classroom learning and practical internships in a unique and challenging cross-cultural setting. Along with receiving up to 18 units of college credit, students will live, learn, and grow academically, experientially, and spiritually.

While living in Quito, students will experience a variety of new cultures, gain a global perspective, and understand in a new way the joys and challenges of serving God in a cross-cultural setting. Students will enjoy rich interaction with teachers, faculty, and ministry site hosts in both a classroom setting and one-on-one meetings. We believe this unique opportunity and community setting will lend itself to lifelong impact.

Courses offered in Ecuador include Spanish, Ecuador History, Art, & Culture, Christian Spiritual Formation, Worldview and Global Religions, Intercultural Communications, Community Development & Internship/Service-Learning, Biological Principles, and Social Entrepreneurship & Leadership.

Living and Learning International – Rome

During your semester in Rome, you don't have to just imagine the art, history, and culture--you actually get to experience it! You will be immersed in life in Italy while having the opportunity to learn from qualified professors teaching from a Christian worldview. Field trips throughout Rome, as well as excursions to Florence and Ostia Antica, will make you feel like you're walking through a museum! Our community environment will also allow you to participate in hands-on cooking classes, learning to make fresh pasta and homemade bread--which we'll enjoy together. Two weeks of the semester will be available to you for independent travel in Europe--or stay in Rome and explore it further.

Living and Learning International in Rome, Italy, is a study abroad program available to students who desire to continue their college education in an international setting. For three months, Italy will be your classroom as you take an unforgettable plunge into the glorious past of Rome, a breath-taking walk through the monumental witnesses and imposing buildings of the Eternal City. You'll see the current influences of Italian politics, religion, and customs that make Italy the complex culture that it is today. This semester combines classroom learning and guided tours of Rome to provide a unique and challenging cross-cultural setting.

While living in Rome, students will experience a variety of new cultures, gain a global perspective, and understand in a new way, the joys and challenges of serving God in a cross-cultural setting. Students will enjoy rich interaction with teachers, faculty, and ministry site hosts in both a classroom setting and one-to-one meetings. We believe this unique opportunity and community setting will lend itself to lifelong impact.

Courses offered in Rome include Cultural Understanding, History of Western Thought, Ethics, Church History, Exploring the Art of Italy, International Business, and The Apostle Paul: His Life and Theology.

Living and Learning International – East Coast

This experiential learning program on the East Coast, is designed to teach, mentor, and train you in spiritual formation and professional development. We partner with churches, clinics, agencies, and local community leaders to provide transformative learning experiences for you.

Whether you’re studying business, public health, political science, social work, ministry, or anything in between, we believe this is the place for you to grow and make an impact.

The Baltimore Urban Study Center allows students to access and learn from communities in Washington D.C., New York City, Philadelphia, and Baltimore. We provide opportunities for students to live in community, engage the challenges of the world, and learn to respond with a biblical Christian worldview.

In and outside of the classroom, learn about the complex realities of public health, the intersection of ministry and social work, politics, and everything in between. You will gain a new perspective on the joyful work that God is completing in your community. Learn from experts in your future profession. Whatever your major–we place you at an organization related to your interests. Develop skillsets that prepare you for life after college. Our staff and faculty disciple and mentor you throughout the program. Community comes to life through shared meals, processing your internship, and navigating the city together.

Courses offered on the East Coast include Introduction to Public Health & Epidemiology, Christian Theology, Urban Studies Internship, Urban Public Health Practicum, Social Work Practicum, Bioethics and Justice, HIV & Applied Principles of Community Psychology, Sociology & History of Baltimore, Global & Urban Epidemiology with STATA Lab, Microbiology & Lab, and Nutrition Theory with Public Health Nutrition Lab.

Living and Learning International – London

Living and Learning International in London is for North American university students who wish to experience the signature pieces of all L&LI programs–excellent academics, Christian discipleship, and local community engagement–in a familiar yet international context.

Biola University has been operating a program at the University of Roehampton in southwest London for over 20 years. By combining the Biola legacy and academic oversight with the Christian study abroad distinctive of Living & Learning, students from any institution can experience a truly unique and transformative semester.

Students will take most of their courses through the University of Roehampton, a historic institution offering over 200 courses pre-approved by Biola University, the school of record for this location. This allows for students from all majors to experience study abroad. Roehampton is a recognized Study Abroad location in London. Veritas, another of our providers also uses Roehampton. See https://landli.org/locations/london for more details.

The program will include one required course, *History of the Christian Church*, for all Living & Learning students to take together. This course will have a special emphasis on theologians of the UK and include a one-week visit to Rome, Italy. This shared course will provide a guiding discussion for the semester. A total of 12-15 credits can be taken from various areas, including Arts, American Sign Language, Biblical Studies, Biological Sciences, Business, Cinema, Communication Studies, Computer Science, English, History, Journalism, Kinesiology and Health Sciences, Mathematics, Philosophy, Political Science, Psychology, Sociology, and Theatre.

Living and Learning International – Spain

Make Sevilla your home for the semester. For three months, you'll be in a Christian community taking academic courses related to your major, living with a local family, and exploring all that Sevilla has to offer. The city is a vibrant, walkable, and historic destination in southern Spain, featuring stunning architecture, world-renowned flamenco, and aromatic orange trees.

A wide variety of courses are available and taught in Spanish. Students take 12-18 credits of courses, selecting a combination that supports their interests and degree goals. All students take a pre-departure Spanish placement test. Courses are offered in Dance, Spanish Grammar, Composition, and Conversation, Spanish Short Story, Spanish Art, Modern Spanish Culture, Spanish for Education, Business Communication & Entrepreneurship in Spain, Marketing Communication & International Commerce in Spain, Spanish Gastronomy: Theory & Practice, History of Spanish Cinema, Teaching Spanish as a Second Language, Survey of Art, Culture & Religion in the Golden Age, Women in the History of Spain, Spanish for Health Care, Culture & Social Work of the Church in Spain, Spanish Literature, Latin American Literature, Evolution of Catholicism and Protestantism in Spain, Church History, Worldview and Global Religions, Faith and Food in Spain – A Theology of Food, and Service Learning.

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 credits 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 University 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 University 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			
	HU Catalog Courses	**Grades on Transcript**	**HU Fin Aid Awarded**
Honors in London	Yes	Yes	Yes
Affiliated Opportunities			
GlobalEd	**HU Catalog Courses**	**Grades on Transcript**	**HU Fin Aid Awarded**
Contemporary Music Center	No	No	No
LA Film Studies (Los Angeles)	No	No	No
Middle East Studies	Yes	Yes	No

Oxford Scholar's Semester	Yes	Yes	No
Oxford Summer School	Yes	Yes	No
Uganda Studies Program	No	No	No
Other Opportunities	**HU Catalog Courses**	**Grades on Transcript**	**HU Fin Aid Awarded**
AuSable Institute of Environmental Studies	Yes	Yes	No
Budapest Semester in Mathematics	No	No	No
CCSP (Creation Care Study Program)	Yes	Yes	No
Chez Vous	Yes	Yes	No
Christian College Consortium Visitor	No	No	No
International Business Institute	Yes	Yes	No
Jerusalem University College	Yes	Yes	No
Living and Learning International	No	No	No
Nazarene Theological College (Manchester, UK)	Yes	Yes	No
NOLS (National Outdoor Leadership School)	No	No	No
Oregon Extension	No	No	No
Rochester Area Colleges	No	Yes	N/A
SSA Education Abroad	No	No	No
Veritas	No	No	No
WNYHE Consortium	No	Yes	N/A

Student Life Information

Student Life

Houghton University "equips students to lead and labor as scholar-servants in a changing world." How exactly does this take place? As conceived historically, a liberal arts education occurs both inside and outside the classroom. At Houghton University, faith and character development are foundational to this process.

The Houghton University 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 Office of Student Life encourage

this comprehensive student experience by fostering a Christ-centered, multicultural, empowering, and educationally purposeful community that develops students holistically by supporting, celebrating, and sharpening them.

For a complete listing of Student Life Policies, see the Student Guide found on the Current Students page of the University website.

Counseling Services

The Counseling Center at Houghton University provides personal counseling to all residential students. The Center has professionally trained counselors to help students with anxiety, stress, 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 issues. Appointments can be made to meet with a counselor by visiting the Center for Student Success located on the first floor of the Chamberlain Building or logging into the Center's webpage. Counseling services are confidential. For more information, please visit the Counseling Center website.

The Office of Career and Calling

The Office of Career and Calling helps students and alumni explore their vocational calling and develop their market-readiness. Students can receive help with writing resumes and cover letters, experience a mock interview, take a career assessment, and meet with trained career professionals who can guide students through the steps of securing a job after graduation or navigating the steps of graduate school applications. For more information, please view The Office of Career and Calling's webpage.

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. Interconnect is an orientation program specifically designed to meet the needs of incoming international and TCK students during the week prior to the start of the academic year. Call 800-777-2556 or visit the Intercultural Student Programs website for more information.

Residence Life

Houghton University is a distinctively residential community. Most students, and many faculty and staff live, learn, work, and worship within the hamlet 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 University 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.

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 serves the University community by promoting

- our mutual responsibility for campus safety,
- protection of campus property,
- programs to prevent crime,
- enforcement of University policies and the law,
- a program of communication with the community, and
- a coordinated plan to assist with emergencies.

Campus Safety and Security

The Safety and Security personnel of Houghton University are uniformed NYS certified security guards employed by the University to protect Houghton University personnel and property. These guards have the authority to require identification, issue parking citations, and sign complaints with local and state police on behalf of Houghton University. They are on duty 24 hours a day every day of the year.

Vehicle Registration/Parking

Student-owned or student-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 Council and Student Life 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.

The permit fee schedule is available on the fee page of the University website. Permits are available on a per-year or per-semester basis at a slightly higher cost. These fees help defray the cost of parking lot maintenance.

The University does not assume liability for vehicles on University property, regardless of cause (including vandalism and parking lot conditions).

Firearms, Weapons, and Fireworks

The following items are considered prohibited weapons. Certain weapons used for hunting 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 CO_2 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
- Tasers
- 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 University 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 University 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 (Paine Science, Chamberlain Center, Music, Stevens Art Studio, and Wesley Chapel) are open 7:00 a.m. until midnight Monday through Saturday and 5:00 p.m. until midnight on Sunday.

The Kerr-Pegula Field House and Nielsen Physical Education Center also have limited Sunday hours.

The above hours are maintained when the University 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 University. This is usually a relatively inexpensive rider. University insurance covers only University property.

Pedestrian Safety

The sidewalks of Houghton University are intended for pedestrians. Motorized vehicles (including but not limited to motorized scooters, electric bicycles, mopeds, and hoverboards) are not allowed on University sidewalks or in University 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 areas with limited visibility.
- Cars and other motorized vehicles (aside from emergency and authorized vehicles) are not permitted on campus sidewalks at any time.
- Bicycles, skates, longboards, skateboards, and scooters are not permitted to be used inside University 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 Route 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 the community and helps students, faculty, and staff encounter God and live deeply Christian lives.

The main conduit for this is chapel. Chapel meets Mondays and Fridays from 11:05 to 11:45 a.m. Spiritual formation opportunities are also held during this hour on Wednesdays, and many other times throughout the week, which is called Around the Table. 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 varied, ranging from traditional hymnody to the chapel house band to gospel music to contemplative piano/guitar/cello music. Students must attend 24 of 28 of chapel services held on Mondays and Fridays, and at least seven Around the Table sessions, but students are encouraged to attend all of them as a way of building reflection and worship into their day.

The Spiritual Life Office, located in the lower level of the Campus Center, is open and available for students to use for prayer, Bible study, quiet reflection, or to meet with office staff for spiritual direction or pastoral care. Life Together groups are coordinated through the Spiritual Life Office and may involve a book study, Bible study, topical discussion, or other small group events focused on student spiritual growth and development.

There are many opportunities for students to gather for corporate worship every academic year at Houghton. Those who involve themselves often grow spiritually in significant ways.

MercySeat, a student-led service of acoustic praise and worship music as well as Scripture reading, meets at 8 p.m. every day that classes are in session.

On Sunday night, Koinonia, another student-led service of praise and worship music, meets. This is a ministry of the Houghton Wesleyan Church in service to the students and community.

Each year, Spiritual Life hosts a few special events:

Rooted Revival Service is held within the first few weeks of the academic year, providing students and the community with an intentional opportunity to focus on their relationship with God as they start the year together.

The Faith and Justice Symposium is held in January and encourages the Houghton community to think about how faith intersects with global issues.

New Vision Week is run by students in the student organization Global Christian Fellowship, usually in late October. Missionaries from around the world present about what God is doing through missions work.

In addition to the opportunities offered on campus, 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 is to treat illnesses and injuries and promote health and wellness in an environment that reflects the love and compassion of Christ.

Location

The Heath Center is located in the lower level of East 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 Health Center include access to nursing staff on a walk-in basis while the Health Center 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 services offered at the Health Center. Appointments can be made with the University 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 Campus services 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 Health Center 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

Health insurance is **required** for international students (excluding Canadians) and athletes taking at least 12 hours of credit.

All other students are strongly encouraged to carry health insurance (per federal regulations) but will not be required to provide proof of health insurance. Those not carrying health insurance will bear the cost of any accident or illness personally. The University is not responsible for covering these costs.

Medical Withdrawal

Medical withdrawal may be available for students believed to have physical or psychological illness and who need to leave the University 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 a meningococcal vaccine within five years, a waiver form must be completed indicating a specific choice to either receive or decline the immunization. The Health Center 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 Engagement Office

Exploring, competing, serving, playing, climbing, and worshiping—students in Houghton's unique setting enhance their educational experience through participation in a vibrant community life. The Student Engagement Office seeks to enrich the student experience through various means. Some activities offered by

the Student Engagement Office encourage service, some contribute to the educational mission of Houghton University, and others are for pure fun. Students can 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. The ropes and initiatives course is used for physical education and draws visitors from around Western New York.

The rural location of the University both contributes to and necessitates one of the greatest distinctives of Houghton students' experience: a dynamic residential campus community. It is the goal of the Student Engagement Office to offer and oversee a comprehensive and vibrant array of experiences and opportunities that reflect the ethos of Houghton's 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 the Houghton community.

Campus Center

The Van Dyk Lounge on the main level of the Campus Center is first and foremost for the use and enjoyment of Houghton University students, employees, and alumni. The Highlander Commons, located in the lower level of the Campus Center, serves as another lounge and hang-out space for students. It houses the JAVA 101 coffee shop and Big Al's Snack Shop, as well as offering foosball games, pool, and table tennis for University student use.

Clubs and Organizations

While academic excellence is emphasized at Houghton, student involvement in activities often complements 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 Council

The Student Council, 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 among student organizations and faculty, staff, and administration. The Student Council 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

See https://www.houghton.edu/undergraduate/student-life/ for a list of current clubs and organizations.

Other Opportunities for Involvement

Highlander Chorus – The Highlander Chorus is comprised of students from all majors across campus. The ensemble performs primarily SATB repertoire from all genres, eras, and styles. The ensemble has no audition requirement and students from all areas of campus are encouraged to register, regardless of musical background or experience level.

Houghton Choir – The Houghton 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 Symphony Orchestra – The Houghton Symphony Orchestra 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 Wind Ensemble – The Houghton 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.

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
F27	Course offered in fall, odd-numbered years
F26	Course offered in fall, even-numbered years
S28	Course offered in spring, even-numbered years
S27	Course offered in spring, odd-numbered 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 Provost. 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 295, 395, 495 Special Topics
1–4-WSP
Group study of special topics.

ACCT 111 Introduction to Financial Accounting
3-WSP
Provides an introduction to 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. Taught at participating high schools to selected, qualified students.

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.

ACCT 212 Managerial Accounting
3-S
Basic theories and practices of providing accounting information to organizational decision-makers. Prerequisites: ACCT 211

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-S28
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-F27
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-F26
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. Prerequisites: ACCT 211, ACCT 212, or by instructor permission. Note: This is a pass/fail course.

ACCT 418 Advanced Accounting
3-S28
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.

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.

ANTH 195, 295, 395 Special Topics
1, 2, 3, or 4-WSP
Liberal Arts.

ANTH 291, 391, 491 Independent Study
1, 2, 3, or 4-WSP
Liberal Arts.

ANTH 293 East African Anthropology
4-WSP
Intensive study of East African ethnic populations – 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 315 Human Ecology
4-WSP
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. Key themes are discussed in relation to basic human societal structures in anthropology. Fulfills part of General Education Global Competence requirement. Liberal Arts.

ANTH 350 Culture Change and Globalization
3-S28
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. Fulfills part of General Education Global Competence requirement. Pre- or corequisite: Cultural Anthropology. Liberal Arts.

ART 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. Fulfills General Education Art & Music requirement.

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-May
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 studio 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 studio 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 medium 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 studio 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 studio 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. This course has a lab fee. Liberal Arts.

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-F27
History of world art from prehistory to the 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-S25
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-May
Approximately 20 days studying art and artists from antiquity to the present. Readings, journal-keeping, and questions pertaining to site-specific works are requirements. 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-S28
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-F26
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 240 Introduction to 3D Computer Graphics
4-S28
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. Fulfills General Education Art & Music requirement. This course has a lab fee.

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. This course has a studio fee.

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. This course has a studio fee.

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-S28
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. This course has a studio fee.

ART 261 Introduction to Printmaking
2-WSP
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. Nontoxic methods of printmaking are applied in the development of contemporary methods in studio practice. Fulfills General Education Art & Music requirement. This course has a studio fee.

ART 262 Screen-printing
2-WSP
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 studio 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 studio 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. This course has a studio fee.

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 studio fee.

ART 267 Lithography
2-WSP
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 studio fee.

ART 270 Effective Information Design
3-F
Introduces the basics of the field of Information Design from a visual communication perspective, by building skills to communicate complex information in graphic forms. Basic design concepts enable creating visualizations through the mode of infographics (charts, maps, explainers, info-sheets, etc.), whose purpose is to guide viewers toward meaning and understanding. Fulfills General Education Art & Music requirement.

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 studio fee.

ART 275 Photo Documentary and Cultural Studies
4-S25
Students explore, observe, and document diverse cultures internationally. Through a combination of on-campus classroom sessions, travel, and photography assignments, students document the nuances of everyday life, engaging with local communities and gaining valuable insights into their customs and traditions. Ethical considerations in documentary photography, particularly in representing different cultures and communities, are also emphasized. Fulfills General Education Art & Music requirement *or* half of General Education Global Competence requirement. This course has a studio fee. Liberal Arts.

ART 280 Creative Modern Portraiture
3-WSP
Focusing on the human subject, students gain the skills needed to create consistent, branded, and professional portraits. Topics of study include understanding natural light, posing, choosing locations, camera settings, and lens choice, working with the needs of a client/subject, consistent professional imagery in all shooting environments, and defining a unique style of work. Special considerations for the different type of professional opportunities: engagements and weddings, maternity, newborn, family, and high school seniors. This course is intended for online students. On-campus students may take this course with special permission by the Dean of Management and Creative Arts. Fulfills General Education Art & Music requirement. This course has a studio 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 studio fee.

ART 283 Introduction to Digital Photography
3-Online-WSP
4-F&S
Introduction to the fundamentals of digital photography, including camera operation and file management. 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. The on-campus course has a studio fee.

ART 289, 389, 489 Internship
1, 2, 3 or 4-OD
Internship in art.

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 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. May include a studio fee.

ART 311 Anatomy and Figure Drawing
2 or 4-F
Elements, principles, and techniques of artistic anatomy. Emphasis on presentations as they relate to the figure and portrait. Study of skeleton and musculature from casts and live models. This course has a studio fee. Prerequisite: ART 211

ART 314 The Art and History of Film
4-S28
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. This course has a studio fee. Prerequisite: ART 221

ART 323 Motion Media Design and Animation 2
4-S25
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: ART/COMM 224

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-S28
Further development of conceptualization and visualization skill within graphic design media, including computer design. Assignments directed towards professional practice. This course has a lab fee.

ART 348 Fine Arts of Southeastern Europe
4-WSP
Art history of Catholic southern Europe and especially of the Venetian Empire, principally painting and architecture. Comparison with the art and iconography of Orthodox Europe, especially Serbia and Macedonia. Some study of Ottoman Muslim art during time in Bosnia. Houghton Balkans Semester Program. Liberal Arts.

ART 351 Sculpture II
4-WSP
Exploration of three-dimensional form/space through individual creative experiences working with various sculptural media. This course has a studio fee. Prerequisite: ART 251

ART 360 Applied Video Projects
4-F27
Students are invited to contend with a specific professional creative video challenge over the course of a semester, through which they will gain focused, practical experience developing quality work in a particular style of video storytelling. Genre and style of video production varies by semester. This course has a lab fee. Prerequisite: ART/COMM 228 or instructor permission.

ART 363 The Visual Book
4-WSP
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: ART 261 and/or 263. This course has a studio fee.

ART 371 Ceramics II
3-S
Intermediate study of clay as a three-dimensional artistic medium. Continuing development of conceptual content, form, and craftsmanship through self-directed, individual projects using wheel-throwing and/or hand-building processes. Additional instruction in glaze chemistry and kiln-firing. This course has a studio fee. Prerequisite: ART 271

ART 378 Photography for Business
3-Online
Covers basic shooting considerations for the business professional. Lighting, setup, positioning, lens choice, camera settings, and basic editing for real estate, headshots, and products including 2D and 3D works of art as well as other areas. Discussions include shooting formats, digital file management, and creating imagery for social media and basic marketing. Intended for online students. On-campus students may take this course with special permission by the Dean of Management and Creative Arts.

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. This course has a studio fee.

ART 382 Advanced Topics in Photography
4-S25
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. This course has a studio fee. Prerequisite: ART 283

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-F26
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. This course has a lab fee. Prerequisite: ART 284

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. This course may have a studio fee.

ART 421 Painting III
4-F27
Emphasis on individual development and refinement of personal expression in various approaches to painting. This course has a studio fee. Prerequisite: ART 321

ART 430 Digital Portfolio and Personal Brand
4-F27
Provides an opportunity for students who are focusing in the areas of applied design, media arts, and visual communication to begin to develop the materials they will need to market themselves as creative professionals. Intended for students in the later stages of their undergraduate career with a burgeoning body of work. Participants will develop the core components of their own consistent personal brand, including a digital portfolio/reel, website, and business card. This course has a lab fee.

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-WSP
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. This course has a studio fee. Prerequisite: ART 261 or ART 265

ART 471 Ceramics III
4-S28
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. This course has a studio fee. Prerequisite: ART 371

ART 479 Professional Practices in Photography
4-S25
3-Online-WSP
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. This course has a studio 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. This course has a studio fee. 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 a written thesis. Course methods include slide lectures, selected readings, class discussions, and individual and group critiques. Required of all senior art majors during the spring semester. This course has a studio fee.

BADM 102 Personal Finance
1 or 2-WSP
Basic understanding of Christian perspectives of stewardship including 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 155 Computer Applications and Issues
3-WSP
Introduction to fundamental concepts utilizing a computer as the tool. Contemporary projects produced using integrated applications software. Selected topics include the Internet; operating systems; and creating and evaluating documents, worksheets, and presentations. Guidelines for selecting computer hardware and software are addressed. Task-oriented based on in-class projects or exercises per week.

BADM 191, 291, 391, 491 Independent Study
1, 2, 3, or 4

BADM 200 Business Writing
3-WSP
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
Study of communication theory and principles as applied to business writing, oral communication, and data reporting. Students learn to prepare professional business presentations utilizing and coordinating these three major areas of business communication.

BADM 212 Principles of Management
3-F&S
Familiarizes students with the knowledge, roles, responsibilities, and skills required of managers. Special attention is given to the management functions of planning, organizing, influencing, and controlling.

BADM 213 Business Law I
3-F
Introduction to the basic legal environment of business, contracts, sales and leases, and negotiable instruments.

BADM 214 Business Law II
3-WSP
Basic law covering forms of business organization, agency, bankruptcy, government regulations, and professional liability.

BADM 218 Marketing Principles
3-F&S, Summer
Comprehensive examination of terminology, concepts, and practices of the field of marketing used by businesses and other organizations to create value and promote long-term consumer relations. Topics include strategic planning, research, product development, price-setting, promotion, distribution, branding, digital and social media marketing, and search engine optimization and search engine marketing.

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&S
The objective of this course is to understand consumers' social interactions, examine the various social media channels available to marketers, learn how to build social marketing strategies, and how to track their effectiveness. Topics include social marketing campaigns, influencers marketing, crisis responses, social media analytics and ROI. Prerequisite: BADM/COMM 218

BADM 309 Statistics
4-F&S, Summer
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
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 for Digital Media
3-F
A historic and present-day overview of the American advertising business and its effectiveness in creating consumer demand for products and services using print, broadcast, digital, web content, and other media. This course involves understanding creative executions targeted at key audience segments, hands-on student learning of digital content creation, and strategic campaign planning. Typically, this class includes student projects (print, video, and OOH advertising) created in the digital environment. Prerequisite: BADM/COMM 218

BADM 313 International Business
3-WSP
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-WSP
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 212 or permission

BADM 315 Public Relations in the Digital Age
3-S
An examination of the development, implementation, and management of professional public relations programs in environments characterized by online communication and the use of digital media. Explores historic and contemporary public relations principles and practices used in business and nonprofit contexts and offers students the opportunity to create digital PR content. Prerequisite: BADM/COMM 218

BADM 316 Corporate Finance II
3-WSP
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. May include M&A, dividend policy, corporate reorganizations, portfolio 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-WSP
Design, maintenance, and monitoring of information systems. Includes systems and audit concepts. Prerequisites: BADM 201, ACCT 211, ACCT 212

BADM 319 Marketing Research and Analytics
3-S
Study of the techniques used in collection and analysis of secondary and primary data and use of that format for decision-making in marketing environments. Students study both qualitative and quantitative methodologies in the marketing research process. Topics range from research design, sampling, data collection and interpretation including statistical analysis and digital marketing analytics. Each student will design and implement a business marketing research project. General Education Writing-enriched course. Prerequisite: BADM/COMM 218

BADM 320 Leadership Development
3-F&S
An interdisciplinary introduction to the study of organizational leadership, emphasizing contemporary leadership theory, research, and practice across for-profit and nonprofit contexts. Examines major leadership frameworks, including traits, behaviors, power and influence, ethics, teams, change, and strategic leadership, with attention to how leaders shape organizational effectiveness and human flourishing. Students develop the ability to analyze leadership situations, evaluate leadership effectiveness, and reflect critically on their own leadership development. Fulfills requirements for majors in Business Administration and related programs. Liberal Arts.

BADM 323 Leading Change
3-WSP
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
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 212 or permission

BADM 330 Operations Management
3-WSP
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, ACCT 211, and must have satisfied the General Education requirement in Abstract and Quantitative Reasoning

BADM 335 Integrated Marketing Communication
3-WSP
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-WSP
Designed to give students exposure, understanding, and know-how in how 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-WSP
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 343 Multicultural Teams and Leadership
3-WSP
Students engage with concepts from various disciplines applied to being part of a multicultural team both in the States and internationally. These concepts are framed within the biblical principle of servant-leadership. Concepts studied include cultural frameworks and other researched concepts helpful for understanding how to be part of a multicultural team and to understand differences and similarities relating to leadership across cultures. Fulfills part of General Education Global Competence requirement. Liberal Arts.

BADM 345 Employment Law
3-WSP
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 Business Startup Development
1-S
Practicum course on entrepreneurship and developing ideas for startup businesses. Students research and develop real-world business ideas. Designed to begin to develop a business plan that allows students to pursue the launch of a small business. Students will also be given the opportunity to participate in a business pitch competition. Fulfills practicum requirement.

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, 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 University stock portfolio under faculty supervision. By application only. May be taken multiple semesters for a maximum of 4 credits toward graduation.

BADM 435 Consulting Practicum
1-F
Students work in teams that work on consulting projects for client organizations. Projects vary by client but may involve marketing, organizational management, customer research, finance and accounting, and more. Fulfills practicum requirement.

BADM 446 Staffing and Performance Management
3-WSP
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-WSP
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-WSP
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 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-WSP
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 212 or permission

BADM 481 Senior Capstone: Strategic Management
3-S
Senior capstone focusing on the strategic management process necessary for competitive advantage and effective organizational planning and development. 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 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. 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 221 Biblical Interpretation
3-S
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. Prerequisite: BIBL 101. Liberal Arts.

BIBL 231 Pentateuch
3-F27
Analysis of critical and historical background, literary content, and development of the religion of Israel. Relevancy of contents. Prerequisite: BIBL 101. Liberal Arts.

BIBL 233 Jesus and the Gospels
3-F27
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. Prerequisite: BIBL 101. Liberal Arts.

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. Prerequisite: BIBL 101. Liberal Arts.

BIBL 270 Old Testament Historical Books
3-WSP
Study of the 12 Books of History, including Joshua through Esther. Integrates critical, analytical, and devotional approaches and combines inductive and lecture methods. Prerequisite: BIBL 101. Liberal Arts.

BIBL 272 Gospel and Epistles of John
3-WSP
John's Gospel and epistles analyzed from a literary and theological perspective with attention to historical questions and the nature of the Johannine community. Prerequisite: BIBL 101. Liberal Arts.

BIBL 275 Women in the Bible
3-F27
Examination of biblical descriptions of particular women as well as investigation of texts that teach about women as a class. Using various interpretive approaches, explores the main social, political, and religious arrangements affecting the lives of women in Scripture and for people in the redeemed community in the current era. Prerequisite: BIBL 101. Liberal Arts.

BIBL 280 Poetic Books
3-WSP
Consideration of the structure and contents of Hebrew poetry and wisdom literature with a comparative study of similar genres of literature in the Near East. Prerequisite: BIBL 101. Liberal Arts.

BIBL 282 Pauline Epistles
3-S28
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. Prerequisite: BIBL 101. Liberal Arts.

BIBL 295, 395 Special Topics in Bible
3-WSP
Study of select blocks or groups of Scripture related to a particular topic or theme. Prerequisite: BIBL 101. Liberal Arts.

BIBL 310 Early Prophets of the Old Testament
3-WSP

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. Prerequisite: BIBL 101. Liberal Arts.

BIBL 312 Later Prophets of the Old Testament
3-F27
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. Prerequisite: BIBL 101. Liberal Arts.

BIBL 335 General Epistles
3-WSP
Historical and exegetical treatment of the books of Hebrews, James, 1 and 2 Peter, and Jude, focusing on key passages, theology, and problems of interpretation and application. Prerequisite: BIBL 101. Liberal Arts.

BIBL 355 Old Testament Theology
3-F27
Examination of the teaching of the Old Testament, developed from the distinctive perspective of Biblical theology. Major themes and methods of inquiry. Prerequisite: BIBL 101. Liberal Arts.

BIBL 356 New Testament Theology
3-S28
Examination of the teaching of the New Testament, developed from the distinctive perspective of Biblical theology. Major themes and methods of inquiry. Prerequisite: BIBL 101. Liberal Arts.

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. Prerequisite: BIBL 101. Liberal Arts.

BIBL 361 Job
3-WSP
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. Prerequisite: BIBL 101. Liberal Arts.

BIBL 371 Book of Acts
3-WSP
Study of the book of Acts from literary, historical, and theological perspectives. Attention to early church growth and contemporary relevance. Prerequisite: BIBL 101. Liberal Arts.

BIBL 410 Isaiah
3-WSP
Study of the historical, critical, and contextual issues with an emphasis on a faith vital to our generation. Prerequisite: BIBL 101. Liberal Arts.

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. Prerequisite: BIBL 101. Liberal Arts.

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. Prerequisites: BIBL 101; one other Bible course, 200-level or higher. Liberal Arts.

BIBL 453 I & II Corinthians
3-WSP
Intensive study of the literary structure, historical setting, and theology of I & II Corinthians. Prerequisites: BIBL 101; one other Bible course, 200-level or higher. Liberal Arts.

BIBL 486 Senior Capstone in Bible and Theology
3-S
Students are required to write a thesis in which they demonstrate their facility in using the tools and the methods of inquiry appropriate to the major. In consultation with the faculty member of record, students will choose their research questions and then investigate them through the use of primary and secondary sources. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

BIBL 496 Honors in Bible
3–4-WSP
Prerequisite: BIBL 101. 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. Prerequisite: senior status or permission. Liberal Arts.

BIOL 111 Introduction to Environmental Biology
4-WSP
Overview of plant and animal biology (including taxonomy), animal behavior, ecology, and principles of evolutionary theory. Course includes wet and dry lab components. Taught at participating high schools to selected, qualified students. Liberal Arts.

BIOL 112 Introduction to Cellular Biology and Genetics
4-WSP
Overview of basic biochemistry, cell biology and metabolism, and principles of genetics. Course includes wet and dry lab components. Taught at participating high schools to selected, qualified students. Liberal Arts.

BIOL 115 Elements of Nutrition
3-Online-WSP
Covers various topics related to humans' healthful consumption of food. Topics include the science of nutrition, design of a healthful diet, the general processes of digestion, composition and sources of macro- and micronutrients, the processes of energy metabolism and fluid/electrolyte balance, and a role of nutrition in various organ system function. Labs will be accessible in the online format. Students will be required to complete a health assessment, track their nutritional intake, and critique journal articles or online media articles regarding social and ethical nutrition questions including food insecurity among the elderly; nutritional wellness and child development; childhood obesity and malnutrition; food safety in the global market; allergies, intolerance, and food; dietary supplements; and health claims. Does not count for Biology major elective. Counts for General Education Science Requirement except for Main Campus bachelor's degrees. Liberal Arts.

BIOL 141 Science as a Human Endeavor
2-F&S
An exploration of what science is, and how it changes our understanding of who we are and our place in the universe. This question is explored as it relates to a topic of biology. One lecture, three lab hours each week. Fulfills half of General Education Natural Science requirement. This course has a fee. For Education majors only. Liberal Arts.

BIOL 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 Science requirement. This course has a fee. For Education majors only. Liberal Arts.

BIOL 151 General Biology: Organisms to Ecosystems
4-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. This course has a fee. Liberal Arts.

BIOL 152 General Biology: Cellular Biology and Genetics
4-F
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. This course has a fee. Liberal Arts.

BIOL 195, 295, 395, 396 Special Topics
1, 2, 3, or 4-WSP
Designed to meet the individual needs of advanced students in a variety of areas. Some courses include laboratory. Liberal Arts.

BIOL 200 Internship in Biology
0, 1, 2, 3, or 4-F/S/Summer
Supervised experience in a biology-related workplace in which students apply scientific knowledge learned in the classroom to a real-world setting. Requires approval from the Natural Sciences and Mathematics School Dean.

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
0,1,2-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
0,1,2-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
0, 1, 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 School Dean.

BIOL 206 Field Techniques in Ecology
4-WSP
Introduces students to a variety of field and research techniques used in ecology and conservation professions. Group exercises emphasize sampling methods for documenting patterns of distribution and abundance, experimental designs for testing hypotheses, and statistical interpretation of results. Scientific communication skills strengthened

through discussion of peer-reviewed scientific literature. Prerequisites: BIOL 151, 322. This course has a fee.

BIOL 207 Wildlife Behavior in East Africa
4-WSP
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 Science requirement. Liberal Arts.

BIOL 209 Introduction to Nutrition
3-Summer
Covers various topics related to humans' healthful consumption of food. Topics include the science of nutrition, design of a healthful diet, the bodily processes of digestion, composition, sources of macro- and micronutrients, and the processes of energy metabolism and fluid and electrolyte balance. Nutritional needs throughout lifecycles are discussed from pregnancy, neonate, and childhood through adolescence and adulthood to geriatric stages. Does not fulfill Biology major elective. Does not fulfill General Education requirements for Houghton University main campus. May fulfill Science General Education requirement at extension sites with Dean of Natural Sciences and Mathematics or General Education Director approval. Prerequisite Course: BIOL 152 (may be taken concurrently). Liberal Arts.

BIOL 210 Medical Terminology
2-S28
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 school dean. This course has a fee. Liberal Arts.

BIOL 218 Human Anatomy and Physiology II
4-S
Sequel to BIOL 217. Endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems; acid-base; and fluid-electrolyte balance. Three lecture, three laboratory hours each week. Note: BIOL 217 and 218 are designed to fulfill admission requirements 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 school dean. This course has a fee. Prerequisite: BIOL 217 or permission. Liberal Arts.

BIOL 232 Epidemiology
2-WSP
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 238 Introduction to Forensic Science
4-S27

An introduction to the various forensic disciplines together with the basic techniques that are utilized by forensic scientists in analyzing common types of physical evidence. Emphasis will be given to the application of scientific methods to criminal and civil cases with respect to processing and collecting evidence at a crime scene. Students will develop a critical understanding of and hands-on proficiency with a variety of processes and techniques including crime scene investigation, fingerprint analysis, footwear and tire track analysis, bloodstain pattern analysis, DNA analysis, toxicology, criminal profiling, fire and explosion investigation, and current events involving forensic science. Three lecture, three lab hours each week. Liberal Arts. This course has a fee. Prerequisite: BIOL 251.

BIOL 242 Microbiology
4-F27
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. This course has a fee. Prerequisites: BIOL 151 and BIOL 152. Liberal Arts.

BIOL 250 Environmental Science
4-S27
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. This course has a fee. Prerequisites: BIOL 151 and 152. Liberal Arts.

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. This course has a fee. Prerequisite: BIOL 152 or permission. Liberal Arts.

BIOL 255 Conservation Biology
4-S28
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 are examined. This course has a fee. Prerequisites: BIOL 151, 152. Liberal Arts.

BIOL 300 Ecology of Alaska
4-WSP
Study of terrestrial and marine Alaskan ecosystems through lectures and field experiences in 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-F27
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-WSP
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-WSP
Study of the classes *Amphibia* and *Reptiliato* provides 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 examines the major groups of amphibians and reptiles around the world. This course has a fee. Liberal Arts. Prerequisite: BIOL 151

BIOL 305 Ecophysiology of Plants
4-WSP
Focuses on the physiological ecology of plants and their interaction with the biotic and abiotic environment. Considers physiological and ecological aspects of adaptation to different environments and refers to examples from forests, agricultural systems, and the natural environment. Prerequisite: BIOL 251. This course has a fee.

BIOL 308 Introduction to Pharmacology
4-WSP
Basic understanding of pharmacological principles including pharmacokinetic principles, drug dosing, pharmacology application in human systems (PNS, CNS, cardiovascular, renal, respiratory, endocrine, and immune), and categories of drugs for each system or disease. Application of concepts is reinforced with online modules, case studies, and laboratory exercises. One review period plus three lab hours each week. This course has a fee. Liberal Arts. Prerequisites: BIOL 152, BIOL 217, BIOL 218, CHEM 151; preferred: CHEM 152, BIOL 251

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-S27
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-F26
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 343 Microbial Ecology
4-F26
Study of microbial interactions with each other in communities and with their larger environment, and the ecological impacts of these relationships. The role of single-celled

prokaryotes in these processes will be emphasized, with additional discussions of fungi, algae, and protozoans. Course topics will include microbes in terrestrial and aquatic environments, mutualism and inter-domain relationships, and microbial impacts on nutrient cycling and resource availability in the biosphere. Three lecture, three laboratory hours each week. Liberal Arts. This course has a fee. Prerequisite: BIOL 251.

BIOL 344 Muscle Biology in Health and Disease
4-S28
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 355 Introduction to Neurobiology
4-F27
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-S28
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-S28
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-F26
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 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-S27
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-WSP
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 390 Environmental Science Internship
0, 1, 2, 3, 4 – F/S/Summer
Supervised environmental science experience in the workplace, in which students apply scientific knowledge learned in the classroom to a real-world setting. Requires approval from the Natural Sciences and Mathematics School Dean.

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. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

BIOL 496 Honors in Biology
4-F&S
Liberal Arts.

CFP 301 General Principles of Financial Planning
3-F&S
Comprehensively examines the general principles of financial planning, professional conduct and regulation, and education planning. Students are introduced to the financial planning process and working with clients to set goals and assess risk tolerance. Students will also learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a comprehensive financial plan.

CFP 302 Risk Management & Insurance Planning
3-F&S
Provides a comprehensive examination of the general principles of risk management and insurance planning for individuals and families. Students will learn how to work with clients to analyze and evaluate risk exposures. Core insurance lines of coverage are explored in detail, including health, disability, long-term care, life, and personal property and casualty. Students will also learn to analyze insurance needs, select the most appropriate policy, and understand a business owner's use of insurance.

CFP 303 Investment Planning
3-F&S
Explores the securities market, sources of information, risk/return, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment

objectives and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations.

CFP 304 Tax Planning
3-F&S
Covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies.

CFP 305 Retirement Savings & Income Planning
3-F&S
Provides students with the foundation to conduct a retirement needs analysis for individuals, understand different types of retirement plans, and recognize key factors affecting retirement plan selection for business owners. Students will address client suitability and provide plan recommendations. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

CFP 306 Estate Planning
3-F&S
Introduces federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize their impact on transfers of wealth. It also explores the income-tax effects of gifts and bequests. The non-tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples.

CFP 307 Financial Plan Development
3-F&S
Provides students an opportunity to demonstrate the knowledge learned through the prerequisite six-course CFP® curriculum. Students will participate in developing a complete financial plan, through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required. Prerequisites: CFP 301-306.

CHEM 141 Science as a Human Endeavor
2-F&S
An exploration of what science is, and how it changes our understanding of who we are and our place in the universe. This question is explored as it relates to a topic of chemistry. One lecture, three lab hours each week. Fulfills half of General Education Natural Science requirement. Liberal Arts. This course has a fee. For Education majors only.

CHEM 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 Science requirement. Liberal Arts. This course has a fee. For Education majors only.

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 276 Environmental Analysis
4-WSP
Principles of analytical chemistry applied to detection and quantification of chemical compounds in environmental samples. Topics include sample preparation, titration, spectroscopy, chromatography, and statistical treatment of data. Three lecture, four laboratory hours per week. Liberal Arts. This course has a fee. Prerequisite: CHEM 152

CHEM 277 Analytical Chemistry
4-F27
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 separation and analysis. Principles and application of mass spectrometry, chromatography (GC and HPLC) and spectroscopy (such as UV-VIS, fluorescence, IR, NMR, atomic absorption). Three lecture, four laboratory hours per week. Liberal Arts. This course has a fee. Prerequisite: CHEM 241.

CHEM 286 Special Topics in Chemistry
2-WSP
Introduction to areas of chemistry not treated in other courses. Topics may include biochemical, polymer, forensic, nutritional, or environmental chemistry. Consult the department for the topic offered in any given year. Liberal Arts. Prerequisite: CHEM 241

CHEM 287 Medicinal Chemistry
2-F26
Introduction to medicinal chemistry, focusing on understanding basic terminology and principles of medicinal chemistry. Emphasizes the rational design of medicinal compounds using fundamental principles of organic chemistry. Additional refinements to design will be based on understanding the interaction of the drug with the body. Two lecture hours per week. Liberal Arts. Prerequisite: CHEM 241

CHEM 392 Research in Chemistry
1, 2, 3, or 4-WSP

Liberal Arts.

CHEM 332 Biochemistry I
3-S
Molecular organization of living systems, including the structure of proteins, nucleic acids, carbohydrates, and lipids. Examines thermodynamics of macromolecular organization, enzyme kinetics, mechanisms, and inhibition, followed by metabolism and its regulation. Liberal Arts. Prerequisite: CHEM 221 *or* 241; CHEM 242 strongly recommended as a corequisite.

CHEM 333 Biochemistry II
3-F27
Advanced study of molecular biochemistry, emphasizing metabolic regulation, information flow (nucleic acids and protein synthesis), and signal transduction. Covers mechanisms of cell proliferation, metabolism, and apoptosis. Liberal Arts. Prerequisites: CHEM 242, CHEM 332.

CHEM 334 Biochemistry Laboratory I
1-S
Emulates a research environment in which student teams purify and characterize an enzyme from tissue over several weeks. Students gain hands-on experience with techniques such as centrifugation, salting out, ion-exchange/affinity/permeation chromatography, and spectrophotometric assays to track progress. Purified samples are further analyzed via polyacrylamide gel electrophoresis (PAGE), Michaelis-Menten kinetic analysis, and mass spectrometry. Prerequisite: CHEM 242. Corequisite: CHEM 332. Liberal Arts. This course has a fee.

CHEM 335 Biochemistry Laboratory II
1-F
Emulates authentic biochemistry research through experimental co-design with the professor. Students develop and optimize research methods by conducting controlled trials – varying one variable at a time – before applying these techniques to live research questions such as phosphoproteomics and protein folding related to Alzheimer's disease. Fulfills General Education Writing-Enriched course requirement. Prerequisite: CHEM 334. Liberal Arts. This course has a fee.

CHEM 343 Advanced Organic Chemistry
3-WSP
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
A one-semester survey of foundational concepts in thermodynamics, kinetics, and quantum chemistry. Application of physical chemistry to biological processes. For students primarily interested in medicine, biochemistry, or secondary education. Prerequisites: CHEM 152, PHYS 152, MATH 181. Liberal Arts.

CHEM 361 Physical Chemistry I
4-F26
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. Fulfills General Education Writing-Enriched course requirement. 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-S27
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 392 Research in Chemistry
1, 2, or 3-F, S
Research in Chemistry. Liberal Arts. This course has a fee.

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-WSP
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 103 College Study Methods Lab
0,1-F/S
Designed to function in collaboration with CLLS 102 College Study Methods, this lab offers students the practical application of structured study habits as well as critical one-on-one support and guidance and fosters development of essential study habits as students navigate the academic landscape of college. May be repeated for 0 credits with the approval of the Center for Student Success.

CLLS 202 First Year Seminar 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 INTS 102 course. For sophomores, juniors, and seniors chosen by application in the prior year.

CLLS 204 Student Leadership Seminar
0-S
Introduction to key topics related to student leadership at Houghton University. Sessions will highlight collaboration, professionalism, multicultural competencies, program planning, and other current topics. For students chosen by application.

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.

COLP 501-505 Collaborative Piano
1-6

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 informational, persuasive, and ceremonial occasion 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 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. Fulfills General Education Art & Music requirement. This course has a studio fee.

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 Science. 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 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 Science requirement. 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&S
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, Summer
Comprehensive examination of terminology, concepts, and practices of the field of marketing used by businesses and other organizations to create value and promote

long-term consumer relations. Topics include strategic planning, research, product development, price-setting, promotion, distribution, branding, digital and social media marketing, and search engine optimization and search engine marketing.

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

COMM 225 Intercultural Communications
3-WSP
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 Global Competence requirement. Liberal Arts.

COMM 228 Digital Video I
4-F
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.

COMM 232 Introduction to Web Communication
4-F
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 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-S28
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. Fulfills General Education Art & Music requirement. 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. Fulfills General Education Art & Music requirement. This course has a lab fee.

COMM 244 Techniques of Oral Performance
3-WSP
Emphasis on 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 258 Visual Personal Narrative
3-S
A creative project-based course intended to guide students in reflective expression of their own perspective on any narrative aspect of human life. Using readings, demonstrations, practice exercises, and project assignments, students will learn how visual communication can deliver themes and stories that combine thoughts, words, concepts, experiences, and pictures in a narrative framework. Students will be guided to link ideas and events together to give insight or expression to their unique

perspectives and experiences. Topics covered will be the emotional strength of images, the power of themes, the value of personal identities and points of view, and other aspects of communication. Liberal Arts.

COMM 270 Effective Information Design
3-F
Introduces the basics of the field of Information Design from a visual communication perspective, by building skills to communicate complex information in graphic forms. Basic design concepts enable creating visualizations through the mode of infographics (charts, maps, explainers, info-sheets, etc.), whose purpose is to guide viewers toward meaning and understanding. Fulfills General Education Art & Music requirement.

COMM 275 Photo Documentary and Cultural Studies
4-S25
Students explore, observe, and document diverse cultures internationally. Through a combination of on-campus classroom sessions, travel, and photography assignments, students document the nuances of everyday life, engaging with local communities and gaining valuable insights into their customs and traditions. Ethical considerations in documentary photography, particularly in representing different cultures and communities, are also emphasized. Fulfills General Education Art & Music requirement *or* half of General Education Global Competence requirement. This course has a studio fee. Liberal Arts.

COMM 283 Introduction to Digital Photography
3-Online-WSP
4-F&S
Introduction to the fundamentals of digital photography, including camera operation and file management. 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. The on-campus course has a studio fee.

COMM 284 Introduction to Digital Imaging
4-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.

COMM 289, 389, 489 Communication Internship
0, 1, 2, 3, or 4-F&S, Summer
Experience in an applied communication field. Course tailored to individual students' needs and interests.

COMM 291, 292, 391, 392, 491, 492 Independent Study
1, 2, 3, or 4-WSP
Liberal Arts.

COMM 295, 395 Special Topics in Communication: Lecture- or Studio-Based
2–4-WSP
Opportunity for study of issues and problems not covered elsewhere in the curriculum. Liberal Arts.

COMM 304 Social Media Marketing
3-S
The objective of this course is to understand consumers' social interactions, examine the various social media channels available to marketers, learn how to build social marketing strategies, and how to track their effectiveness. Topics include social marketing campaigns, influencers marketing, crisis responses, social media analytics and ROI. Prerequisite: BADM/COMM 218

COMM 312 Advertising Principles for Digital Media
3-F
A historic and present-day overview of the American advertising business and its effectiveness in creating consumer demand for products and services using print, broadcast,

digital, web content, and other media. This course involves understanding creative executions targeted at key audience segments, hands-on student learning of digital content creation, and strategic campaign planning. Typically, this class includes student projects (print, video, and OOH advertising) created in the digital environment. Prerequisite: BADM/COMM 218

COMM 314 New Media and Society
3-S28
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 in the Digital Age
3-S
An examination of the development, implementation, and management of professional public relations programs in environments characterized by online communication and the use of digital media. Explores historic and contemporary public relations principles and practices used in business and nonprofit contexts and offers students the opportunity to create digital PR content. Prerequisite: BADM/COMM 218

COMM 316 Advanced Presentational Speaking
2-F27
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-S28
Public discourse of political speeches and popular culture from the Colonial era to the present. 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 321 Environmental Communication
3-WSP
Examines the unique challenges and realities of communicating about environmental issues with an emphasis on contemporary American culture. Addresses environmental communication by exploring such topics as advocacy, social change, partisan politics, sociocultural identity expression, and “green” marketing. Also critiques various case studies relevant to public communication about environmental issues. Liberal Arts.

COMM 323 Motion Media Design and Animation 2
4-S25
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: ART/COMM 224

COMM 330 Conflict Management
3-WSP
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, 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

COMM 345 Graphic Design II
4-S
Further development of conceptualization and visualization skill within graphic design media, including computer design. Assignments directed towards professional practice. This course has a lab fee.

COMM 360 Applied Video Projects
4-F27
Students are invited to contend with a specific professional creative video challenge over the course of a semester, through which they will gain focused, practical experience developing quality work in a particular style of video storytelling. Genre and style of video production varies by semester. This course has a lab fee. Prerequisite: COMM/ART 228 or instructor permission.

COMM 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. This course has a studio fee.

COMM 382 Advanced Topics in Photography
4-S25
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. This course has a lab fee. Prerequisite: ART 283

COMM 384 Digital Imaging II
4-WSP
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 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
3-F&S
The communication capstone integrates theoretical insights and practical skills across interpersonal, organizational, mass media, and rhetorical communication modes. Each semester explores a central theme through which students apply their knowledge to complex issues, helping prepare them to strategically address professional and personal challenges. Liberal Arts.

COMM 430 Digital Portfolio and Personal Brand
4-F27
Provides an opportunity for students who are focusing in the areas of applied design, media arts, and visual communication to begin to develop the materials they will need to market themselves as creative professionals. Intended

for students in the later stages of their undergraduate career with a burgeoning body of work. Participants will develop the core components of their own consistent personal brand, including a digital portfolio/reel, website, and business card. This course has a lab fee.

COMM 479 Professional Practices in Photography
4-S28
3-Online-WSP
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. This course has a studio 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-F27
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-S
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-F27
Survey of methods of Bible study and approaches to teaching/learning. Emphasizes lesson design, planning and presentation, small group leadership, and curricula.

CRFM 332 Christian Formation of Youth
3-F27
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 340 Theological Explorations in Youth Cultures and Ministry
3-F27
A theological investigation into the religious and spiritual lives of American youth with special reference to the contexts of family, peer relationships, school, church, and popular culture. Asks questions such as, "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? How can this religious and spiritual interest and impetus be theologically engaged from a Christian perspective with a view to effective youth ministry?" 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 modifications) with a view to effective youth ministry.

CRFM 350 Foundations of Youth Ministry
3-S28
Eclectic, descriptive, and critical examination of theory and practice of contemporary youth evangelism and discipleship in selected church and parachurch 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 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.

CRJ 301 Police Operations and Procedures
3-WSP
Surveys the historical development of law enforcement. Examines levels and methods of policing. Analyzes roles, functions, selection, training, and accountability of police officers.

CRJ 305 Courts, Judgments, and Alternative Consequences
3-WSP
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.

CRJ 310 Correction, Probation, and Restorative Justice
3-WSP
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.

CRJ 410 Internship in Criminal Justice
0–6
A supervised experience in a criminal justice setting integrating theory with professional practice. By application only through the department.

CRJ 480 Senior Capstone Seminar
3-WSP
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. Fulfills General Education Writing-Enriched course requirement.

CSCI 105 Introduction to Cybersecurity
3-F&S
Covers introductory topics in cybersecurity, including identification of cybersecurity risks (threats and vulnerabilities) to online privacy and security, methods of attack (social-engineering, phishing, etc.), proper use of encryption, analysis of multi-faceted cyber attacks, and risk assessment and mitigation.

Provides students experience with open-source cybersecurity tools for attack detection and prevention.

CSCI 115 Perspectives on Computing
4-WSP
Overview of how computers process, transmit, and store information. Designed for nonmajors 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 filesharing applications. Does not count toward a major or minor in Computer Science. Liberal Arts.

CSCI 170 Fundamentals of Web Coding
3-WSP
Introduces students to the fundamentals of web coding, which include HTML, CSS, and JavaScript. Important programming concepts are also covered: variables, control structures, functions, and syntax. Object-oriented programming also introduced. Taught at participating high schools to selected, qualified students.

CSCI 180 Networking Foundations
3-WSP
As a foundation for mastery of cybersecurity, introduces basic network concepts such as protocols, addressing, switching, routing, and firewalls. Explores network management and network security topics and uses interactive simulations to reinforce the knowledge and skills needed to design, configure, and maintain a network.

CSCI 205 Cybercrime and Governance
3-F&S
Examines issues related to cybercrime, cyberwarfare, cyberterrorism and hacktivism. Topics include cybercrime trends, preventative measures and corrective action, the role of cryptocurrency in cybercrime, laws, and regulatory policies surrounding cybercrime and privacy. Prerequisite: CSCI 105.

CSCI 211 Programming I
4-F
Covers the fundamentals of programming. Provides students with foundational programming concepts, including basic data structures, operators, control structures, functions, classes/types, and inheritance. Develops vital programming skills for designing solutions, writing code, and debugging problems.

CSCI 214 Discrete Mathematics
2-F26
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 concepts learned in Programming I. Covers some advanced topics including object-oriented programming concepts using Java/Python, data structures, search algorithms, file handling, exceptions, threads, test-driven development, networking and sockets, and graphic user interface. Prerequisite: CSCI 211

CSCI 226 Computer Architecture
4-F26
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-F27
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 included. Classical sorting and searching algorithms 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
Introduction to an area of computer science not covered in other computer science classes. Previous topics include bioinformatics, computer security, C#, and the .NET framework. May be Liberal Arts.

CSCI 305 Cyber Forensics
3-F&S
Examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. Topics include preservation of digital evidence, the role of new and emerging technologies in investigations, data recovery and data storage device reconstruction, and conduct validation. Students will learn relevant software tools for cyber forensics and gain experience with reporting and communicating investigation results. Prerequisite: CSCI 205.

CSCI 312 Computational Statistics
4-WSP
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-WSP
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
Introduces 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-F27
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-F26
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 211

CSCI 380 Collaborative Research in Computer Science

4-S28
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
Summer research in collaboration with a Computer Science faculty member focusing on an area of interest in the field. Students work individually or in small teams to explore current topics in computer science through literature review, identifying research gaps, project implementation, and analysis. Research areas may include – but are not limited to – artificial intelligence, data science, human-computer interaction, software engineering, and theoretical computer science. Students will communicate their findings through written reports and oral presentations. The course emphasizes interdisciplinary collaboration across computer science, mathematics, and statistics. May be repeated for credit. Liberal Arts. Prerequisite: Instructor approval required.

CSCI 420 Networking
4-S28
Introduction to the basics of data communication and networking. Topics include the physical processes used for digital transmission, standardization, local area networks, network protocols, and distributed computation. Exposure to network manager responsibilities and computer security. The course has a fee. Prerequisite: CSCI 218 or instructor permission

CSCI 480 Senior Capstone: Computer Science Seminar
4-S27
For seniors, except by permission. Required of all Computer Science majors. Liberal Arts.

CSCI 496 Honors in Computer Science
4-WSP
Liberal Arts.

DSCI 151 Data Science for Beginners
3-S (online)
Introduction to the discipline of data science including necessary skills, concepts, and data science processes used in practice. Moral and ethical issues in data science from a Christian perspective. Fulfills General Education Abstract and Quantitative Reasoning requirement. Liberal Arts.

DSCI 152 Data Science Fundamentals
3-WSP
Introduction to the fundamentals of data science including data science methodology, understanding data sources, data collection, exploration, and visualization. Introduction to programming tools along with an overview of machine learning. Learning about the integration of faith as part of the data science process. Fulfills General Education Abstract and Quantitative Reasoning requirement. Liberal Arts.

DSCI 190 Statistics for Data Science
3-WSP
In addition to the most basic aspects of statistics in general, introduces data types, data structures, and data wrangling utilizing the R programming language. Taught at participating high schools to selected, qualified students.

DSCI 211 Data Science I
4-S27
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. Prerequisite: CSCI 211

DSCI 212 Data Science II
4-F27

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-S28
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-S28
Analysis, assessment, and application of data science knowledge and skills. Liberal Arts.

ECON 191, 192, 291, 292, 391, 392, 491, 492 Independent Study
1, 2, 3, or 4-WSP
Liberal Arts.

ECON 210 Principles of Microeconomics
3-F
Scarcity; economic method; demand and supply; elasticity; consumer and producer theory; models of product market structure; economic institutions; and selected topics on faith integration, economics and ethics, economic systems and perspectives, and public economics. Fulfills half of General Education Social Science 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 Science requirement. Liberal Arts.

ECON 212 International Economics
3-WSP
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-WSP
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-WSP
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-WSP
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-WSP
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. Liberal Arts. Prerequisites: ECON 210, 211

EDUC 191, 192, 291, 292, 391, 392, 491, 492 Independent Study
2 or 4-WSP

EDUC 202 Topics in Professionalism
0-F&S
Pass/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 HUTEP 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. Upon

completion of the workshop, each participant will receive a certificate of completion.

EDUC 204 Workshop: School Violence
0
All HUTEP 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. Upon completion of the workshop, each participant will receive a certificate of completion.

EDUC 205 Workshop: Harassment, Bullying, and Discrimination Prevention & Intervention & the Dignity for All Student Act (DASA)
0
All HUTEP 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 Foundations of Education
3-F&S
In this introductory course, required for all undergraduate Education and Music Education majors and minors, students explore the historical, philosophical, religious, and sociological foundations of American education, and consider how these foundations influence contemporary educational theory and practice. The course also examines the professional aspects of teaching (including professional dispositions), the role of schools in society, the financing of public education, major trends and issues in the field, and the fundamentals of curriculum development. A twenty-hour classroom field experience is required. 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. Requires a minimum of 5 hours in-person observation in a K–12 classroom. Liberal Arts. This course is a prerequisite for 300-level EDUC courses.

EDUC 221 Children's Literature
3-S
This survey course provides students with the opportunity to read, appreciate, and analyze children's literature (grades pre-K–6) to understand the role of childhood in society, evaluate literary criteria, and explore current issues impacting children. Students will investigate the developmental, aesthetic, therapeutic, and cultural functions of literature. The curriculum covers a range of responses to the readings–including closely examining and discussing textual features, illustrations, and pedagogical considerations–and includes a practical focus on pairing reading and writing for learning based on the Science of Reading. This course requires a minimum of 10 field-based hours within a K-6 classroom setting. 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 to international and multicultural literature as well as literary criticism of young adult literature. Liberal Arts.

EDUC 230, 330, 430 Special Topics
2, 3, 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. Specific topics may count toward General Education Global Competence category.

EDUC 235 Educating Students with Exceptional Learning Needs
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. Requires a minimum of 5 hours in-person observation in a K-12 classroom. Liberal Arts. This course is a prerequisite for 300-level EDUC courses.

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 Global Competence requirement. This course is a prerequisite for 300-level courses in EDUC. Note: Starts early and includes weekends; check with Education advisor for specific schedule. Prerequisite: EDUC 202

EDUC 250 Immersive Field Experience
2-S
The Immersive Field Experience (IFE) is designed to deepen students' understanding of the diverse backgrounds, perspectives, and experiences that shape today's classrooms. Grounded in culturally responsive pedagogy, this experience provides opportunities to observe and serve as a teaching assistant across different kinds of educational settings that reflect distinct cultural and inclusive contexts. Through integrated coursework and immersive fieldwork, students will reflect on the inherent dignity of each individual, while cultivating relationship-centered practices rooted in compassion and respect. Additionally, students will develop a growing awareness of families and communities as essential partners in the educational process, strengthening your capacity to engage learners in meaningful and inclusive ways. This is a required course for Education and Music Education majors.

EDUC 304 Language and Literacy Development in the Middle Grades
3-Summer
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 University 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-Summer
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 University 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
Eight hours 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. Eight hours 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-S
Explores development of elementary curriculum and assessment and creation of learning environments that support diverse learners in inclusive settings. Includes an examination of New York State Learning Standards, differentiated instruction and assessment practices, lesson and unit planning, and responsive approaches to classroom management with purposeful attention to instructional technology. Requires a minimum of 5 hours in-person observation in an elementary (1–6) classroom. Pre/corequisites: EDUC 202, 217, 219, and 235, or by instructor permission.

EDUC 322 Inclusive Adolescence Practicum I
1-F
Eight hours per week in either a middle (grade 7–8) or secondary (grade 9–12) 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 338. Prerequisites: EDUC 240, 235, 219, 202

EDUC 323 Inclusive Adolescence Practicum II
1-S
Continuation of EDUC 322. Eight hours per week in the same middle (grades 7–8) or secondary (grades 9–12) classroom assigned for EDUC 316. Focus on increasing responsibility for planning and teaching of lessons under the guidance of the classroom teacher. Taken concurrently with EDUC 313, EDUC 331, and EDUC 33X. Prerequisites: EDUC 338, 240, 235, 219, 202

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. Childhood Education and SWD majors take this course concurrently with EDUC 314, 320, and 328. Adolescent Education and SWD majors take this course concurrently with EDUC 338.

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. Adolescent Education and SWD 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
Adolescent Education and SWD 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. (Adolescent Education and SWD – Generalist majors will take one of these courses. EDUC 332 or 334 is encouraged.)

EDUC 338 Curriculum & Assessment in Inclusive Secondary Classrooms
4-S
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. Requires a minimum of 5 hours in-person observation in either a middle grade (7–8) or secondary grade (9–12) classroom. Pre/corequisites: EDUC 202, 217, 219, and 235, or by instructor 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, 329, and 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 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. This course has a lab fee. Corequisite: EDUC 313 (ADE, IADE), 329 (ICE), MED 352 or 354 (MED)

EDUC 408 Inclusive Childhood Student Teaching
12-F&S
One semester 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 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 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 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 Adolescent Education and SWD or Childhood Education and SWD.

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 102 Enduring Questions: Early Modern World
3-F&S
A 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 in part General Education

Humanities requirement. Liberal Arts. For Education majors only.

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 selected, qualified students. 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 205 English Grammar
1-WSP
Intensive review of English grammar emphasizing practice in punctuation, parts of speech, syntax, usage, and sentence construction. Elective credit only. Liberal Arts.

ENGL 213 British Literature I
3-F
Surveys major works and literary movements in the British Isles from Beowulf through Neoclassicism. Provides biographical, historical, and ideological information to enhance understanding. Liberal Arts.

ENGL 214 British 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: 1700–1900
3-F27
Surveys the developing American literature tradition from the growth of a national literature through early Realism (1700–1900). Emphasis on early religious writings, Romanticism, texts related to slavery and the Civil War, and the emergence of Realism. Close reading of primary texts. Liberal Arts

ENGL 218 American Literature: 1900–present
3-S28
Surveys modern and contemporary American Literature (1900-present). Focuses on the evolution of literary traditions, genres, and cultural voices from the early 20th century to the present, with special emphasis on the role of diverse writers in redefining the nature of American Literature. Close reading of primary texts. 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 British 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 British 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 British Fiction
3-WSP
An exploration of major trends in 20th- and 21st-century British 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-WSP
In-depth study of one author. Comprehensive reading of primary works. May also include an examination of the author's influences. Authors studied may include George Herbert, John Donne, Jane Austen, the Brontës, Tennessee Williams, or others. Students will learn research methods in literature and write a substantial research paper. Required of English majors. By instructor permission. 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 multiplot 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. Students will learn research methods in literature and write a substantial research paper. Strongly recommended for Adolescence Education/English majors. By instructor permission. 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 Global Competence 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. May include literature by women, postcolonial literature, African-American literature, immigrant literature, and British or American contemporary literature. Liberal Arts.

ENGL 401 Senior Capstone in English
3-S
Culmination of a student's preparation in the study of literature and writing. Students will design–including preparation of a formal proposal, reading list, and schedule–and complete a substantial original critical essay or creative writing project to be presented publicly at the conclusion of the course. Students will conduct research appropriate to the project, workshop and revise written work, and participate in conferences. Students will read and discuss Christian approaches to literature and the writing life. Liberal Arts.

ENGL 496 Honors in English
4-S
Liberal Arts.

ENST 201 Environment and Society
3-F27
Explores the dynamic relationships between humans and the natural environment with special emphasis on the unique ways that contemporary society influences these interactions. Examines various causes and consequences of complex environmental challenges (including biodiversity loss, population growth, climate change, and environmental justice) and evaluates possible solutions from social, political, scientific, and ethical perspectives. Fulfills part of General Education Global Competence requirement. Liberal Arts.

ENST 310 Environmental Public Policy
3-WSP
A careful examination of public policy related to environmental issues on local, national, and global levels. Uses specific case studies to examine and evaluate policies addressing such topics as nuclear waste disposal, hydraulic fracturing, energy use on public lands, and global climate change policy. Also explores contemporary social and political values influencing environmental policies. Liberal Arts.

ENST 311 Environmental Ethics
3-WSP
Examines several contending ways of thinking about human beings' relationship to and responsibility for the non-human world. In addition to general questions about the value of the non-human world, explores several specific areas of applied reflection, such as the ethics of eating meat. Liberal Arts.

ENST 320 Environmental Communication
3-S28
Examines the unique challenges and realities of communicating about environmental issues with an emphasis on contemporary American culture. Addresses environmental communication by exploring such topics as advocacy, social change, partisan politics, sociocultural identity expression, and "green" marketing. Also critiques various case studies relevant to public communication about environmental issues. Liberal Arts.

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
Focuses on the student developing fundamental skills in understanding and handling horses from the ground and in the saddle. Students learn how to safely interact

with horses and develop understanding of basic riding and knowledge of horsemanship. One riding lab per week. This course has a fee.

EQST 201 Developing Your Independent Seat
1-F, S
Focuses on the student building on fundamental skills learned in EQST 113 Horsemanship 1. Further develops the student's ability to confidently ride at the walk, trot, canter on a variety of horses. One riding lab per week. Prerequisite: EQST 113 or permission. This course has a fee.

EQST 214 Horsemanship Through the Disciplines
2-F&S
Building on fundamental skills and expanding knowledge of hunt seat, dressage, and/or western riding. This is the base riding course for the Equine Management degree program and provides a solid foundation for students to progress into discipline specific courses. One riding lab per week. Prerequisite: EQST 113, 201, or permission. This course has a fee.

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 to become certified riding instructors in both English and western disciplines. One riding lab per week. Lab fees required. Prerequisite: EQST 276 or permission. This course has a fee.

EQST 224 CHA Riding Instructor Certification
1-May
Students work toward gaining their CHA riding instructor certification in English and/or western disciplines. May obtain CHA levels 1–4 riding instructor certifications. Prerequisites: EQST 222 or permission.

EQST 225 Jumping I
2-F&S
Fundamentals of basic jumping position and introduction to correctly navigating a course. Philosophy of the hunt seat system of riding. One riding lab per week. This course has a fee. Prerequisite: EQST 201, 214, 276, or permission. Fulfills General Education Wellness requirement.

EQST 226 Foundations of Equine-Assisted Therapies
2-S25
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-F
Philosophy and techniques of western riding. Students study various topics related to the western discipline and develop the skill needed to perform western riding patterns and prepare for western competitions. One riding lab per week. This course has a fee. Prerequisite: EQST 201, 214, 276, or permission. Fulfills General Education Wellness requirement.

EQST 231 Equine Facility Management I
2-S25
Focuses on principles of horse management, equestrian competition, and equine programming. Students have the opportunity to obtain a certification through CHA's Equine Facility Manager Program. This course has a fee. Prerequisite: EQST 113 or instructor permission.

EQST 238 Equine Science I
2-S25
Provides a systematic approach to basic equine anatomy and physiology and highlights important disease processes. Essential for any equine professional or educated hobbyist. Highlights current equine medical points of interest or disease outbreaks and gives students a basis to select and communicate with qualified equine medical professionals.

This course has a fee. Prerequisite: EQST 113 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. One riding lab per week. This course has a fee. Prerequisite: EQST 201, 214, or permission. Fulfills General Education Wellness requirement.

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. One riding lab per week. This course has a fee.

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). Meets two weeks prior to the start of the semester. This course has a fee. Prerequisites: EQST 225, 276, and 326, or permission. Fulfills General Education Wellness requirement.

EQST 326 Jumping II
2-S
Building skills, refining techniques, and expanding technical knowledge learned in EQST 225. One riding lab per week. This course has a fee. Prerequisite: EQST 225 or permission. Fulfills General Education Wellness requirement.

EQST 328 Horse Show Judging
2-WSP
Lectures and field trips incorporating judging assignments for learners, understanding the duties of the judge, and using good judging to educate riders. This course has a fee. Prerequisites: EQST 225 and 276, or permission.

EQST 331 Equine Facility Management II
2-S28
In-depth look at the principles learned in EQST 231. Students prepare for a career in the equine industry by obtaining practical knowledge through hands-on experiences, projects, and individualized assignments. This course has a fee. Prerequisites: EQST 231 or permission.

EQST 334 Competition Dressage
2-F&S
Builds on the foundation laid in EQST 276 and guides students into the next levels as they work toward the EFI levels of dressage. Students develop greater accuracy of their aids and more body control as they progress in their riding. One riding lab per week. This course has a fee. Prerequisite: EQST 276 or permission. Fulfills General Education Wellness requirement.

EQST 336 Methods and Materials of Equine-Assisted Therapies
2-S28
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. This course has a fee. Prerequisite: EQST 226 or permission.

EQST 337 Adventure Trails Riding and Guiding
2-WSP
Students build skills and knowledge by researching potential trail-riding sites, training horses for trail riding, and guiding clients on trail rides. Involves multiple off-campus field trips. This course has a fee. Prerequisite: EQST 276. Fulfills General Education Wellness requirement.

EQST 338 Equine Science II
2-S28
Expands on skills, knowledge, and techniques learned in EQST 238 pertaining to equine

anatomy, physiology, health, disease, and wellness practices. This course has a fee. Prerequisite: EQST 238 or permission.

EQST 421 Advanced Dressage
2-F&S
Builds on knowledge and skills developed in EQST 334. Students continue to work toward the FEI levels of dressage as they build a deeper understanding of their aids and how to effectively communicate with the horse. Builds to create a solid and deep understanding of classical dressage. One riding lab per week. This course has a fee. Prerequisite: EQST 334 or permission. Fulfills General Education Wellness requirement.

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. Meets one week prior to the start of the semester. This course has a fee. Requires instructor 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. One riding lab per week. Lab fees required. Prerequisite: EQST 326 or permission. Fulfills General Education Wellness requirement.

EQST 429 Equine Nutrition
1-S25
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. One riding lab per week. This course has a fee. Prerequisite: EQST 238 or permission.

EQST 430 Equine Lameness Identification
1-S25
Teaches students to recognize gait abnormalities, lameness, and hoof-related issues in the horse. Students learn how to identify lameness using physical examination and gait evaluation. This course has a fee. Prerequisite: EQST 238 or permission.

EXS 275 Injury Evaluation & Management
3-S28
Introduces 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.

EXS 277 Therapeutic Exercise & Rehabilitation
3-S27
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.

EXS 345 Exercise Physiology
4-F27
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 218 or permission

EXS 347 Kinesiology
4-F26

Analysis of the musculoskeletal system and its interrelationship with human movement. This course has a fee. Prerequisites: BIOL 217, 218 or instructor permission. Liberal Arts.

EXS 352 Pre-Physical Therapy Field Experience I
2-F
Mastery of competencies in injury prevention, recognition, and assessment; taping and bracing techniques; understanding of the lower extremity; and medical documentation. Requires 25 hours of observation in each of three settings – orthopedics, pediatrics, and geriatrics – with an additional 25 hours assisting with rehabilitation in the Houghton University training room. (Hours logged prior to taking this class may count with instructor's preapproval.) Pre-PT majors only. Prerequisite(s): EXS 275, 277; EXS 277 can also be taken concurrently.

EXS 353 Pre-Physical Therapy Field Experience II
2-S
Mastery of competencies in injury prevention, recognition, and assessment; taping and bracing techniques; understanding of the back and upper extremity; and developing rehabilitation programs. Requires 25 hours of observation in each of three settings – orthopedics, cardiac, and neural rehabilitation – with an additional 25 hours assisting with rehabilitation in the Houghton University training room. (Hours logged prior to taking this class may count with instructor's preapproval.) Pre-PT majors only. Pre/Corequisite: EXS 277; prerequisite: EXS 275.

EXS 354 Exercise Science Practicum I
2-F, S
Professional field experience through practical experience in the area of emphasis within the Exercise Science and/or Sport, Recreation, and Wellness majors. A minimum of 50 work hours is required. Must be taken in order (hours logged prior to taking this class may count with instructor's preapproval.) Prerequisites: BIOL 217, 218; SRWM 475 (can also be taken concurrently); and instructor permission.

EXS 355 Exercise Science Practicum II
2-F, S
Professional field experience through practical experience in the area of emphasis within the Exercise Science and/or Sport, Recreation, and Wellness majors. A minimum of 50 work hours is required. Must be taken in order (hours logged prior to taking this class may count with instructor's preapproval.) Prerequisites: BIOL 217, 218; SRWM 475 (can also be taken concurrently); and instructor permission.

FREN 101 French Level 1
3-WSP
Emphasizes development of communicative competence in French, bringing students to the novice-mid level of oral proficiency. Communicative tasks specifically focus on 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 Global Competence requirement. Liberal Arts.

FREN 102 French Level 2
3-WSP
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 Global Competence 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-Summer
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

GBS 195, 295, 395, 495 Special Topics
1, 2, 3, or 4-WSP
Topics offered according to interest and demand. Liberal Arts.

GBS 201 Introduction to Global Studies
3-F&S
Introduces students to the interdisciplinary study of global affairs and serves as introduction to the Global Studies major. Begins by introducing a range of disciplinary approaches relevant to an integrated approach to Global Studies, such as political science, economics, anthropology, history, religious studies, or language. Students then apply these through the integrated study of a specific world region or culture. Fulfills part of General Education Global Competence requirement. Liberal Arts.

GBS 215 Islam: A Christian Introduction
3-F27
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.

GBS 243 Cultural Anthropology
3-F&S
Cultural and social aspects of human behavior; comparison of cultures. Fulfills half of General Education Social Science requirement or half of Global Competence requirement. Liberal Arts.

GBS 291, 391, 491 Independent Studies
1, 2, 3, or 4-WSP
Liberal Arts.

GBS 350 Culture Change and Globalization
3-S28
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. Fulfills part of General Education Global Competence requirement. Pre- or Corequisite: GBS/SOC 243. Liberal Arts.

GBS 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. Students demonstrate the integration of learning and service. Possibility for intercultural, development, or linguistics credits. By application only. May be repeated. Prerequisite: Intercultural/Field Experience

GBS 480 Senior Capstone in Global Studies
3-F/S
Capstone experience in the Global Studies major. Builds upon past coursework by asking students to do one of two things, depending on their interests and career goals: in their chosen area of regional focus, they will develop either (1) a sample course syllabus or (2) a practitioner's workshop. Liberal Arts.

GBS 496 Honors in Global Studies
4-S
Liberal Arts.

GERM 101 German Level 1
3-F27
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 Global Competence requirement. Liberal Arts.

GERM 102 German Level 2
3-S28
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 Global Competence 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-F27
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 Global Competence requirement. Liberal Arts.

GREK 102 Beginning Greek Level 2
3-S28
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 Global Competence 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
3-WSP
Readings in New Testament Greek, the Septuagint, and other early Christian texts. Fulfills part of General Education Global Competence requirement. Liberal Arts. Prerequisites: GREK 101, 102

HEBR 101 Beginning Hebrew Level 1
3-F27
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 Global Competence requirement. This course or its equivalent is a prerequisite for all other Hebrew courses. Liberal Arts.

HEBR 102 Beginning Hebrew Level 2
3-S28
Continuing introduction to Biblical Hebrew with emphasis on reading and translating Old Testament texts. Fulfills part of General

Education Global Competence 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
3-WSP
Readings in Biblical Hebrew. Fulfills part of General Education Global Competence requirement. Liberal Arts. Prerequisites: HEBR 101, 102

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 191, 192, 291, 292, 391, 392, 491, 492 Independent Study
1, 2, 3, or 4-WSP
Liberal Arts.

HIST 199 Enduring Questions: The Modern World
3-F&S
A 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 in part General Education Humanities requirement. Liberal Arts.

HIST 220 American History Survey
3-WSP
Overview of American history to the present. Liberal Arts.

HIST 230 Medieval Europe
3-WSP
A survey of European history and culture beginning with the transition from Roman civilization and ending 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 242 Modern Europe, 1900–Present
3-WSP
Survey of 20th- and 21st-century European history beginning with the rapidly shifting political and intellectual landscape of Europe at the turn of the century and concluding with the refugee crisis in contemporary Europe. Special focus on the connection between violence and ideology. Topics of study include WWI, the rise of fascism and communism, WWII, the Holocaust, the Cold War, decolonization, cultural wars of the 1960s, collapse of communism, and rise of the European Union. Liberal Arts.

HIST 247 Switzerland: A Case Study in European Politics and Culture
3-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 to similarities and differences between Switzerland and the United States. Fulfills part of General Education Global Competence requirement. Liberal Arts.

HIST 249 African History
3-WSP
Sub-Saharan Africa from earliest times. Medieval empires of western Sudan, colonial rule, emergence of national states. Liberal Arts. For Education majors only.

HIST 250 World History, 1500–Present
3-WSP
Survey of world history beginning with the plague and the discovery of the "New World."

Traces the growing interconnectedness of the world and the problems and opportunities that result from it. Regions of study include West Africa, South America, East Asia, and South Asia. Liberal Arts.

HIST 295, 395, 495 Special Topics
3-WSP
Group study of selected topics; open only by permission. Liberal Arts.

HIST 299 Historical and Political Research
1-WSP
Introduces skills necessary for research and writing within the humanities and humanistic social science. Students learn to identify scholarly arguments in the literature, recognize historiographic arguments, analyze primary sources, construct their own arguments, distinguish between primary and secondary sources, and assess appropriate methodologies. At the end, students present their own well-researched argument and criticize those of fellow students. Ideally taken in the sophomore year; students must either have previously taken or be simultaneously enrolled in a 200-level or higher major course. Liberal Arts.

HIST 324 Native American History and Politics
3-WSP
History of the United States policy toward Native American tribes from the founding of the country to the present. Special attention to how the legal system has dealt with the claims of Native Americans. Focus on changing conceptions of Indian nationhood and sovereignty in relation to the United States. Liberal Arts.

HIST 325 Modern Europe, 1789–1900
3-WSP
Survey of European history beginning with the French Revolution and concluding with the rise of aggressive nationalism. Topics of study include the French Revolution, Napoleonic wars, the Industrial Revolution, the rise of nation states, the introduction of radical ideologies and mass politics, and the Scramble for Africa. Liberal Arts.

HIST 336 Imperial Russia
3-WSP
Survey of Russian history from Peter the Great to Nicolas II. Particular attention to the question of what an empire is; how it functions; and how it shapes social, cultural, and political life. Topics include the Romanovs and life at court, the Napoleonic Wars, serfdom, the Russian intelligentsia, and the connection and tension between religion and empire. Liberal Arts.

HIST 337 The Soviet Union and Beyond
3-WSP
Survey of Russian/Soviet history from 1917 to 2012. Particular attention to the question of what socialism is and how it was imagined, constructed, and lived by Soviet people during the 70+ years of the Soviet experiment. Topics include the Russian Revolution, Stalinism, the Gulag, WWII, the Cold War, everyday life in the USSR, and dissidence. Liberal Arts.

HIST 348 Vienna 1900: Politico-Cultural Crisis and Creativity
3-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 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, 1600–1763
3-WSP
A seminar-style course focused on the cultural, religious, and intellectual sources of American identity. Details the foundations of this identity in the Puritan, Planter, Quaker, African, and Backcountry migrations to British America. Major themes include the migrants' competing concepts of liberty, power, and community; colonial conflicts with the indigenous population; and the creation of an American culture as the colonists sought to assert their status as Britons against rising imperial power. Liberal Arts.

HIST 360 Early American Republic, 1763–1848
3-WSP
A seminar-style exploration of the American Revolution and Early National period, organized around several broad questions: Why was the American Revolution fought? How did it fundamentally shape the American character? What did the Constitution accomplish? How did revivalism, slavery, democracy, industrialization, and westward expansion shape the new republic? Careful examination of key monographs and primary sources. Liberal Arts.

HIST 361 Civil War and Industrial America, 1848–1918
3-WSP
Begins with antebellum sectionalism followed by a deep analysis of the military, social, political, and economic aspects of the Civil War and Reconstruction. Examines the impact of the Industrial Revolution, Social Darwinism, Populism, Victorian culture, and theories of race and empire on American identity. Concludes by examining the Progressive search for order as the most influential period in American political history after the Founding. Liberal Arts.

HIST 362 Recent American History, 1918 to Present
3-WSP
Exploration of modern America from World War I to the present, emphasizing the political, economic, diplomatic, and social aspects of the period. Topics include the Great Depression, World War II, origins of the Cold War, the civil rights struggle, the women's movement, student revolts, Vietnam, Watergate, the end of the Cold War, the impact of 9/11, and globalization. Liberal Arts.

HIST 369 Luther and the German Reformation
3-WSP
Studies the social and political thought of Martin Luther in the context of the history and theology of the German Reformation. Topics include the doctrine of the Two Kingdoms, the relationship between church and state, the duties of a citizen, social reform (marriage, education, poor relief), and political revolution (the Peasants' War), all situated within Luther's life and times. Liberal Arts.

HIST 370 Evangelical Roots
3-WSP
Examines Evangelicalism from its roots in the 17th-century Reformation to the present, especially in Britain and America, where most of the movements originated and developed. Themes include the Great Awakenings, the debate over slavery and abolition, the Social Gospel, Fundamentalism, and the importance of trans-denominational networks in the 20th century. Close attention paid to developments outside the Anglophone West, especially in recent decades, when African, Asian, and Latin American churches have become leaders in the global church. Liberal Arts.

HIST 376 Manzanar: Race, Citizenship, and War
3-WSP
Interdisciplinary exploration of race and American citizenship in war time through a focus on Manzanar, one of the Japanese internment camps during WWII. Looks at the historical and political background to the internment and considers the Supreme Court's famous Korematsu decision in context. Then moves from legal materials to consider the treatments of Manzanar in memoir, literature, and photographic series by Ansel Adams and Dorothea Lange. Special focus on constructions of American belonging as they appear in historical, political, and cultural contexts. Liberal Arts.

HIST 381 Historiography
3-WSP
History of historical writings and methods; theories of history. Liberal Arts.

HIST 441 Genocides of the 20th Century
3-WSP
In-depth examination of four cases of genocide from four different continents in the 20th century, comparing and contrasting them to probe broader questions about modernity, state violence, ideology, collaboration, the politics of memory, and the relative merits and difficulties of prosecuting perpetrators of genocide. Special attention to learning how to

work with a variety of historical sources and the challenges historians face when studying genocides. Liberal Arts.

HIST 455 American Constitutional History
3-WSP
Survey of United States constitutional history from its origins to the present. Emphasis on the constitutional system as a whole rather than constitutional law as developed by the Supreme Court. Examines the origins and general principles of constitutional thought, their elaboration in the Founding, and their development through crises over state rights and union in the 19th century, the Civil War amendments, liberty of contract, New Deal intervention, the developing doctrine of civil rights and civil liberties, and the growth of the administrative state. Liberal Arts.

HIST 480 Senior Capstone: Senior History Seminar
3-WSP
Capstone course for History and Political Science majors. Integration of concepts, knowledge, and methods from previous major coursework. Students improve research, writing, analytical, and communication skills by writing, revising, and defending in an oral examination a substantial research project based on original research in primary and secondary sources and similar in quality to what would be expected in a first semester of graduate study. Liberal Arts.

HIST 496 Honors in History
3-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 Integrated 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 Integrated Humanities requirement. Liberal Arts.

HUM 150, 151 Independent Language Learning I & II
3-F&S
Designed to allow a student to study a language not currently offered by Houghton by utilizing available online language-learning programs. The student works largely independently with biweekly faculty oversight to ensure continued progress. Languages available currently include Danish, Dutch, Indonesian, Italian, Norwegian, Polish, Portuguese, Russian, Swedish, and Turkish. Student expected to reach a level equivalent to what would be attained in a typical first- or second-semester college language class and will be required at semester's end to pay a modest fee for an external assessment of learning progress. Fulfills part of General Education Global Competence 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 Integrated Humanities requirement. Liberal Arts.

HUM 210 Introduction to Global Humanities
3-F/S
Trains students in the use of interdisciplinary humanities. Through selected case studies focusing on different world regions, students will learn to use history, literature, politics, philosophy, theology, language, and the arts as interconnected means for understanding

global cultures, regions, and issues. Fulfills part of General Education Global Competence requirement. Liberal Arts.

HUM 247 Switzerland: A Case Study in European Politics and Culture
3-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 to similarities and differences between Switzerland and the United States. Fulfills part of General Education Global Competence requirement. Liberal Arts.

HUM 275 The Deeper Magic: An Introduction to C. S. Lewis
3-WSP
Provides an introduction to C. S. Lewis's thought through careful study of both his fiction and non-fiction. Topics to be addressed include reasons for belief, the Christian story, the Christian life, sin and temptation, Christian love, and faithfulness. Lewis serves as a guide to that "deeper magic" that existed before the dawn of time and that remains our hope and our salvation. Liberal Arts.

HUM 348 Vienna 1900: Politico-Cultural Crisis and Creativity
3-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 the surface refinement and elegance as well as the subterranean turmoil and decay that mark the *fin de siècle* period. Liberal Arts.

HUM 351 Translation Workshop
1-F&S
Brief introduction to translation studies, a growing field in today's globalized world. Students reflect on the nature of translation and associated problems. Students must have sufficient command of a language other than English to prepare a 2–5-page translation of a text from that language. Most of the semester is devoted to workshopping these student translations with a concluding reflection paper on the process. Enrollment limit: 12 students. Beneficial for any student wishing to hone language and translation skills, whether for educational or professional purposes. May be repeated multiple times. Liberal Arts.

HUM 362 Loyalty
3-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.

HUM 367 Living Like a Narnian: The Social and Ethical Thought of C. S. Lewis
3-WSP
In-depth study of the social, ethical, and political thought of C. S. Lewis, one of the 20th century's most influential Christian thinkers. Extensive reading in the works of Lewis, drawn evenly from his fiction and nonfiction writings. Topics include theories of history and the nature of modernity, war and peace, equality, gender and the family, education, political rule, democracy, and technology and scientific progress. Liberal Arts.

HUM 376 Manzanar: Race, Citizenship, and War
3–WSP
Interdisciplinary exploration of race and American citizenship in war-time through a focus on Manzanar, one of the Japanese internment camps during WWII. Looks at the historical and political background to the internment and considers the Supreme Court's famous Korematsu decision in context. Then moves from legal materials to consider the treatments of Manzanar in memoir, literature, and photographic series by Ansel Adams and Dorothea Lange. Special focus on constructions of American belonging as they appear in

historical, political, and cultural contexts. Liberal Arts.

HUM 382 Around the World: Reading Across Borders
1-WSP
"Around the World" is a Friday morning breakfast book club focusing on world literature and sponsored by the Center for the Global Humanities. Once a week, fifteen students will meet – together with an online audience of interested faculty, staff, students, community members, or alumni – to discuss world literature in English translation. Students will read about three books per semester and write a paper on the semester's readings. Liberal Arts.

HUM 395 Special Topics
1, 2, 3, or 4-WSP
Liberal Arts.

HUM 425 The Great Books
1-WSP
The purpose of this seminar is for students to engage classic texts and authors they might otherwise not encounter in their normal coursework; often, the texts chosen are lengthy ones that would otherwise be excerpted or simply skipped in favor of more compact readings. The reading differs each time the course is offered, so it may be taken multiple times. Liberal Arts.

HUM 481 Senior Capstone: Humanities Project
2-F&S
Students write a 5000-word paper based on a proposal approved by the Dean of Religion, Humanities, and Global Studies that builds upon previous major coursework and incorporates at least two humanities disciplines. Papers demonstrate integration of approaches within the humanities and are read by a pair of faculty from different disciplines. Liberal Arts.

ID 200 Student Success Seminar (Pass/Fail) (Houghton Online)
1-F&S, Summer
Students learn and apply strategies for success in 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 University, our online platform, and program policies and procedures.

IDEV 220 Introduction to Public Health
3-S28
Introduces students to the principles and practices of public health in a global context. The focus of public health is on the prevention of disease, disability, and death among populations in contrast to (but in conjunction with) the biomedical treatment of individuals. Students are introduced to the core disciplines of public health and their application for improving the health of populations. Using a holistic definition of health, students gain an understanding of the determinants of healthy individuals and populations. Students are introduced to key actors in public health and address public health issues in both high- and low-income countries.

IDEV 312 Field Experience in Development
2–4-F&S, May, Summer
A field experience in an approved setting in the area of International Development. The experience culminates in an analysis of the development work experienced in relation to its cultural context. This experience may be linked to formal study-abroad programs, official internship affiliation, or pre-approved individual arrangements. Note: Please consult with the History, Politics & Philosophy, and Global Studies Department regarding requirements for this course before planning an experience. Liberal Arts. Prerequisite: INCL 210.

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 210 Intercultural Competencies
3-F27
Explores the knowledge, attitudes, and skills for transitioning into, adapting to, and working and functioning successfully in an intercultural/multicultural context. Provides the student with a foundation for developing global competence: understanding culture from more than one's own perspective. Fulfills part of General Education Global Competence requirement. Required for INCL 311/IDEV 312. 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 examined as they relate to living and working in another culture. Required for Spanish and French majors (may take INCL 210) and encouraged for any student going on a study-abroad experience. Usually offered as a part of INCL 210 or may be offered by itself in Mayterm. Liberal Arts.

INCL 225 Intercultural Communications
3-F27
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 Global Competence requirement. Liberal Arts.

INCL 311 Intercultural Experience
0–4-F&S, May, Summer
An intercultural experience in an approved setting related to a student's concentration or field of interest. The experience culminates in an analysis of the cultural context and the sojourner's experience. This experience may be linked to formal study abroad programs, official internship affiliation, or pre-approved individual arrangements. Note: Please consult the Department of History, Politics & Philosophy, and Global Studies before planning your experience. Liberal Arts. Prerequisite: INCL 210

INCL 343 Multicultural Teams and Leadership
3-F27
Students engage with concepts from various disciplines applied to being part of a multicultural team both in the States and internationally. These concepts are framed within the biblical principle of servant-leadership. Concepts studied include cultural frameworks and other researched concepts helpful for understanding how to be part of a multicultural team and to understand differences and similarities relating to leadership across cultures. Fulfills part of General Education Global Competence requirement. Liberal Arts.

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.

INDS 321 Honors Seminar
1-F&S
Topical seminars open to students who have completed one of Houghton's first-year honors curricula and to other students with excellent grades by invitation. 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 "Honors Seminar sequence completed." 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 in Music with Elective Studies in an Outside Field 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 in Music with Elective Studies in an Outside Field 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 First Year Seminar
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 course text and related supplementary materials. Exploration and
understanding of the Christian perspectives and behavioral expectations embodied in the Vision of our Common Life at
Houghton. 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 University.
Required for all first-year students; fulfills General Education First Year Seminar requirement. This course has a fee.

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 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. Prerequisite: INTS 150. This course has a fee. Liberal Arts.

INTS 155 Science Honors II
4-Mayterm
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 150 and INTS 154, fulfills General Education Natural Science requirement, Abstract & Quantitative Reasoning requirement, and ½ Social Science requirement. Prerequisite: INTS 150, 154. This course has a fee. Liberal Arts.

INTS 170 London Honors Proseminar
3-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-S28
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, WRIT 101, Writing-Enriched course, Integrated Humanities, half of the Social Science requirement, Art & Music, and half of the Global Competence requirement. Liberal Arts.

INTS 180 Science Honors Humanities I
4-F
A chronological survey of literary, philosophical, and other texts in historical context from the earliest civilizations to 1600 with particular emphasis on the interaction of scientific ideas with wider cultural developments. Emphasis on the development of Western civilization with comparative attention to non-Western sources and contexts.

INTS 181 Science Honors Humanities II
4-S
A chronological survey of literary, philosophical, and other texts in historical context from 1600 to the present with particular emphasis on the interaction of scientific ideas with wider cultural developments. Emphasis on the development of Western civilization with comparative attention to non-Western sources and contexts.

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 eras. Liberal Arts.

INTS 235 Interpreting the Environment: Trail Development
2, 3, or 4-F&S
Principles, processes, and techniques used to interpret the environment and develop interpretive materials, centers, and trails. Through service-learning, students 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 fosters 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.

INTS 402 Transitions: Thriving Beyond Houghton
0,1-F, S
Seniors explore essential skills to successfully transition to post-college life. Students develop a greater understanding of the foundations of the Christian faith and God's redemptive work and their place within his mission. Exploring Christian perspectives of work, community, church and civic engagement, students develop life skills and practical tools to become decision-makers, creative problem-solvers, and team workers for service and leadership in the home, workplace, church, and community in a global 21st -century world. Course includes an

optional one-week experiential learning trip. The optional trip has a fee.

LATN 101 Beginning Latin 1
3-Online-WSP
Elements of the Latin language, including some basic forms, syntax, and vocabulary. Emphasis on elements of Latin that are relevant to contemporary culture. 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
Focuses on research-based principles and practices for language and literacy development of children birth to second grade (B–2). 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 granted an Initial Teaching Certificate from New York State who complete 6 credits of early childhood coursework with a C or better may be able to extend their teaching certificate to include B–2 through the Individual Evaluation for Additional Classroom Teaching Certificate pathway. Restricted to Houghton University Childhood Ed. and SWD majors who have completed junior-level coursework, Childhood Ed. and SWD graduates, and matriculated students in the Houghton graduate literacy program. Any other enrollees must receive permission from the instructor.

LEDU 507 Early Childhood Education: Developmentally Responsive Instruction Across the Curriculum
3-Summer
Examines the cognitive and social development of children B–2 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 postgrads. 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 early childhood coursework with a C or better may be able to extend their teaching certificate to include B–2 through the Individual Evaluation for Additional Classroom Teaching Certificate pathway. Restricted to Houghton University 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.

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 University 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 University 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-Summer
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 (one/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-S28
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-WSP
Prepares students with general conversational skills. Vocabulary limited to words commonly used in rural village life in East Africa. Focus on hearing and speaking Kiswahili. Meets one General Education Global Competence Requirement. Houghton East Africa. Liberal Arts.

LING 201 Conversational Language
0–4-F&S
An onsite language-learning experience. This may be through informal or formal learning. Informal learning requires an approved testing procedure. May be part of a Study Abroad option or an independent experience. Prior approval by the student's advisor is required as part of the INCL major or departmental advisor for INCL minor or Concentration. Liberal Arts

LING 220 Introduction to Linguistics
3-F&S
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), 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 Global Competence 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-WSP
Explores the sociology of language, focusing on language use patterns in multilingual societies worldwide: 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 Global Competence requirement. Liberal Arts.

LING 322 Phonetics
3-F&S
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-F&S
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-F&S
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. Provides a solid grounding in major issues of syntactic theory concerning linguists today. Liberal Arts.

LING 350 First and Second Language Acquisition
3-WSP
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 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 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 to develop conceptual understanding from early childhood through middle school. Attention to development of mathematical concepts and reasoning particularly through exploration and cooperative learning. Liberal Arts. (Does **not** meet General Education Abstract and Quantitative Reasoning requirement.)

MATH 140 Reason & Abstraction
2-F&S
Explores topics in mathematics or data science with a focus on historical context and/or applications to other disciplines and to real-world problems. Students will 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 Abstract and Quantitative Reasoning requirement. Liberal Arts. For Education majors only.

MATH 170 Calculus I with Precalculus A
4-F
Together with MATH 171 Calculus I with Precalculus B, covers all the material of MATH 181 Calculus I with integrated treatment of precalculus topics. Expected calculus topics include limits, continuity, and the Intermediate Value Theorem; the theory and computation of derivatives of algebraic and trigonometric functions; and applications of differentiation including tangent lines and related rates. Precalculus topics to support these are addressed as needed. Students who received an SAT Math score of 550 or lower or equivalent who need to take Calculus I must complete this course and MATH 171. Enrollment by permission only. Fulfills General Education Abstract and Quantitative Reasoning requirement. Liberal Arts.

MATH 171 Calculus I with Precalculus B
4-S
Together with MATH 170 Calculus I with Precalculus A, this course covers all the material of MATH 181 Calculus I with integrated treatment of precalculus topics. Expected calculus topics include applications of derivatives including optimization, curve-sketching, and the Mean Value Theorem; introduction to integration, including the Fundamental Theorem of Calculus, computation of areas, and the technique of substitution; and calculus of transcendental functions. Precalculus topics to support these will be addressed as needed. Students who complete this course with a C have fulfilled the prerequisite for Calculus II. Fulfills General Education Abstract and Quantitative Reasoning

requirement. Liberal Arts. Prerequisite: MATH 170.

MATH 172 Calculus and Problem Solving
2-F
Covers the skills and conceptual foundations necessary for success in Calculus II, with a broader focus on mathematical problem solving. Fulfills General Education Abstract and Quantitative Reasoning requirement. Liberal Arts. Prerequisite: MATH 171 or 181, or previous experience with calculus and permission of instructor.

MATH 181 Calculus I
4-F
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. Students who complete this course with a C have fulfilled the prerequisite for Calculus II. Fulfills General Education Abstract and Quantitative Reasoning requirement. Liberal Arts. Prerequisite: SAT Math score higher than 550 or equivalent or permission.

MATH 182 Calculus II
4-S28
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 Abstract and Quantitative Reasoning requirement. Liberal Arts. Prerequisite: MATH 172 or satisfactory performance on a placement test, offered on demand before the beginning of the fall semester.

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 Abstract and Quantitative Reasoning requirement. Liberal Arts. Prerequisite: MATH 181 (or MATH 170/171).

MATH 214 Discrete Mathematics
2-F26
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-F27
Space geometry, vectors, vector functions, functions of several variables, partial differentiation, and multiple integration. Liberal Arts. Prerequisite: MATH 181

MATH 241 Differential Equations
4-F26
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 Abstract and Quantitative Reasoning requirement. Liberal Arts. Prerequisite: MATH 181 (or MATH 170/171)

MATH 295, 296, 395, 396, 495 Special Topics in Mathematics
1, 2, 3, or 4-WSP
Introduction to an area of mathematics not covered in other mathematics classes. Topics have included category theory, graph theory,

game theory, knot theory, and number theory. Liberal Arts.

MATH 325 Real Analysis I
4-S27
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 333 Probability and Statistics I
4-WSP
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 351 Modern Geometries
4-WSP
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-S28
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-F
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
Prerequisites may apply. 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 nonparametric 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. Fulfills General Education Writing-Enriched course requirement.

MATH 496 Honors in Mathematics
4-WSP
Liberal Arts.

MBA 501 Online MBA Orientation
0-F, S, Sum
Serves as the entry point for new students in the MBA program. This course is designed to onboard students by introducing them to the scope of the program and its integrated design and learning objectives. The orientation will also help students understand program expectations and time commitment and prepare themselves for online communication and technology requirements necessary to successfully complete their online MBA degree.

MBA 509 Data Analysis for Decision Making
3-WSP
Examines and applies 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. *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.* Prerequisite: MBA 501

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 are honed through analysis of the above in relation to policy and implementation procedures in international and domestic markets. *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.* Prerequisites: MBA 501, MBA 630

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 are studied from a biblical perceptive as students examine how recent trends in workplace "advances," scientific findings, and human resource best practices confirm and/or conflict with God's design of humankind. Prerequisites: 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. *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.* Prerequisites: MBA 501, 630

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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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 cross-functional connections are explored. Prerequisites: 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. *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.* Prerequisites: MBA 501, 630

MBA 580 Generative AI for Managers
3-F
Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends.

MBA 581 Business Use Cases for AI
3-F

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. By the end of this course, students will address key challenges and solutions in AI implementation.

MBA 582 AI Governance and Ethics
3-F/S
Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders.

MBA 583 Managing AI Projects
3-F/S
AI projects can help predict trends and optimize operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders.

MBA 584 Storytelling with Data
3-F
Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation.

MBA 585 Spreadsheet Modeling for Decision-Making
3-F
Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts.

MBA 586 Python for Business Analytics
3-F/S
Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems.

MBA 587 Information Governance, Risk Management, and Compliance
3-F
Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity.

MBA 588 Network Architectures for Cyber Managers
3-F
In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the

unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk.

MBA 589 Cyber Risk Management and Strategy
3-F/S
Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.'

MBA 590 Executive Cyber Defense
3-F/S
To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives.

MBA 591 Capital Markets and Investing
3-F
Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth.

MBA 592 Frontiers of Finance
3-F/S
Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies.

MBA 593 Structure and Economics of the U.S. Healthcare System
3-F
Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids.

MBA 594 Management of Healthcare Organizations
3-F
Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance.

MBA 595 Data Analysis for Healthcare Management
3-F/S
Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to

harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems.

MBA 596 Healthcare Finance
3-F/S
In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs.

MBA 597 Financial Statements Analysis and Valuation
3-F&S, Summer
Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions.

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. Prerequisites: MBA 501, 630

MBA 616 Entrepreneurship and the Lean Startup
3-Summer
Students learn the “thinking and doing” of successful entrepreneurs. This multidimensional course is intended for those inclined toward becoming entrepreneurs, needing to implement entrepreneurial and lean startup principles in their organizations, or desiring to learn how to effectively work with an entrepreneur. Entrepreneurship is 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. Prerequisites: 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. Prerequisites: 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 considering transformation first on a personal level, then organizational. Includes a variety of resources, assessments, and coaching exercises. Prerequisites: MBA 501, 630

MBA 622 Managerial Economics
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. Emphasis on the decision-making responsibility of Christian leaders related to these topics that influence and shape organizational culture, policy, practice, and people. Prerequisites: MBA 501, 630

MBA 630 Strategic Thinking and Plan Management
2-Fall
MBA entry course examining the running of an enterprise from the Chief Executive Officer's point of view. 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-F
Final course in the MBA program. 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 will present their integrated projects virtually and observe and interact with peer presentations. The project focus must meet established guidelines and be preapproved by the MBA Director. Prerequisite: Director Approval

MBCM 121 Music Technology Basics
1-F
Musicians should be prepared for any situation. One situation a musician may face is the need to work with live sound technology. This course introduces the fundamentals of music technology geared towards the needs of today's professional musicians. The most significant challenge musicians face today is the need to be able to master skills required to adapt to a changing technology base. Students will demonstrate a better understanding of music technology basics regarding hardware and software for live audio, acoustic and digital audio, sound reinforcement, sequencing, and notation. This course enables students to make intelligent decisions while using fundamental tools and techniques through demonstrations

MBCM 201 Introduction to Music Technology and Recording Arts
3-S28
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 (Online)
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 213 Music Business, Publishing, and Marketing
3-F
An introduction to the music and recording industry, covering business-related topics such as revenue streams, key roles, digital-era practices, and the essentials of launching and managing an independent music publishing company, including administering copyrights and understanding the role of performance rights organizations.

MBCM 215 Introduction to Music Publishing and Marketing
3-F26 (Online)
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 225 Survey of the Music Industry
3-F (Online)
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 286 Live Production Management
3-S
Introduces students to the principles and practices of managing live productions in music and related performing arts. Topics include event planning, stage and equipment logistics, team coordination, budgeting, safety protocols, and communication with artists and technical crews.

MBCM 306 Advanced Recording and Mixing
3-S
Provides hands-on experience with multitrack recording, microphone techniques, and digital audio workflows. Students develop advanced skills in editing, mixing, and critical listening to create industry-standard productions.
Prerequisites: MBCM 201, MUS 207

MBCM 307 Advanced Studio Production
3-F26
In-depth look at concepts that explore the technical aspects and aesthetic implications of digital audio software, theory, and practice with expounding on advanced sound recording techniques. Students gain deeper insight on music composition and performance utilizing MIDI, hardware & software-based synthesis, effects plug-ins and audio sampling through

creation and production with the utilization of a variety of recording/microphone techniques and computing tools including Pro Tools, and other Digital Audio Workstations.

MBCM 320 Artist Management and Development
3-S27 (Online)

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 331 Legal Issues in the Music Industry
3-F27 (Online)
In-depth examination of copyright law and agreements basic to the music industry. Agreements to be reviewed include major label record contracts, independent label record contracts, management agreements, sampling licenses, and music publishing agreements. Prerequisite: MBCM 206 and MBCM 225.

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 415 Web-Based Tools for the Music Industry and Worship Arts
3-F27
Gives students practical experience 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 Senior Capstone: 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-WSP
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 525 Survey of the Music Industry
3-WSP
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-WSP
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 570 Artist Management and Development
3-WSP
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.

MCHU 151 Melodic Improvisation
1-F & S
Development of melodic improvisational skills with reference to harmony and rhythm. Discussion and practice of various styles with the building of improvisational skills for each along with discussion of how to create continuity with all aspects of a worship service. Examination of pre-existing arrangements to understand style, learning to create an environment that communicates/enhances texts, and ways to lead others in developing improvisational skills. Large portions of class time will be devoted to "hands on" experimentation.

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.

MCHU 475 Keyboard Service Playing
2-F26
Development of keyboard skills with special application to acoustic piano and/or electronic keyboard playing in church service: contemporary praise music and hymn playing, lead sheet harmonization and transposition, extemporization in various styles (blended worship) with effective segues, accompanying (solo, small group, and choral), arranging and coordinating music with sermon, and vocational music ministry topics. Required of piano majors. By permission of instructor only for other students.

MCLV 101 Class Voice
1-F
Designed to help students develop healthy, confident, and expressive singing skills through guided group instruction and solo singing. The course provides training in the efficient use of the singing voice and application to a variety of styles and genres as well as basic foundations in the instruction of singing.

MED 200 Vocal Methods
1-F26
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 202 Professional Development Workshop

0-F & S
Tracks participation in required professional development activities, such as Early Childhood Music courses, attendance at the annual NYSSMA winter meeting in Rochester, attendance at methodological workshops, etc. Required for Music Education majors every semester in residence.

MED 210 Field Experience in Music Education
2-May
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 Language Acquisition and Literacy Development in the Music Classroom
2-S27
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-S28
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-F26
Preparation for teaching percussion instruments through the 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-S27
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-F27
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 322 Music Education Practicum I
1-F
Two half-days per week in an elementary (K-6) classroom. Focus is on observing students in music courses under the supervision of a certified teacher, assisting the classroom teacher with daily routines, and supporting the learning of individual children. Taken concurrently with MED 351. Prerequisites: EDUC 202, 217, 219, and 235.

MED 323 Music Education Practicum II
1-S
Two half-days per week in either a middle (7-9) or secondary (9-12) classroom. Focus is on observing students in music courses under the supervision of a certified teacher, assisting the classroom teacher with daily routines, and supporting the learning of individual children. Taken concurrently with MED 351. Prerequisites: EDUC 202, 217, 219, and 235.

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 Choral Methods
2-S28
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-S28
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 357 Music Psychology
3-S
Music Psychology is an examination of the physical and psychological aspects of music involving human behavior with specific topics ranging from an overview of music perception and cognition, the role of music in society from an evolutionary perspective, the effects of music and music instruction on behavior, the psycho-acoustical basis of sound, and how our neural mechanisms interpret sounds as music. Liberal 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 HUTEP 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 HUTEP 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.

MEDU 502 Topics in Professionalism
0
Pass/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.

MEDU 503 Workshop in Child Abuse & Identification
0
All HUTEP 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. Upon completion of the workshop, each participant will receive a certificate of completion.

MEDU 504 Workshop in School Violence

0
All HUTEP 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. Upon completion of the workshop, each participant will receive a certificate of completion.

MEDU 505 Workshop: DASA
0
All HUTEP 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.

MEDU 506 Educating Students with Exceptional Learning Needs
3
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.

MEDU 512 Curriculum & Assessment in Inclusive Classrooms
3
Provides an exploration of the development of curriculum and assessment, and the creation of learning environments that support diverse learners in inclusive settings. Includes an examination of New York State Learning Standards, differentiated instruction and assessment practices, lesson and unit planning, and responsive approaches to classroom management with purposeful attention given to instructional technology, as well as current research on curriculum and assessment in secondary classrooms.

MEDU 517 Foundations of Education
3
In this introductory course, required for all MAT degrees, students explore the historical, philosophical, religious, and sociological foundations of American education and consider how these foundations influence contemporary educational theory and practice. The course also examines the professional aspects of teaching (including professional dispositions), the role of schools in society, the financing of public education, major trends and issues in the field, and the fundamentals of curriculum development. A twenty-hour classroom field experience is required. Liberal Arts.

MEDU 519 Educational Psychology
3
Examines the teaching/learning processes of individuals. Focuses on learning theory, developmental theory, information processing, motivation, and intelligence. Particular attention to child and adolescent development.

MEDU 520 Internship with Seminar
2
Internship takes place in a grade 7-12 classroom, and includes a minimum of 100 hours. 15 of the 100 clock hours of internship will focus on the understanding of students with disabilities.

MEDU 530 General Methods
3
Addresses a range of responsive pedagogical approaches and delivery methods designed to meet the learning needs of adolescent learners across the curriculum.

MEDU 532 Secondary Teaching Methods: English
3
Addresses content-specific pedagogy and planning, New York State Learning Standards, and curricular issues. Students analyze classroom management, assessment strategies, and technology platforms, and discuss ways to improve collaboration with school community members. Should be taken the semester prior to student teaching. MEDU 520 Internship with Seminar, in which a

student is placed with a secondary teacher certified in the target content area, is a corequisite.

MEDU 533 Secondary Teaching Methods: Foreign Languages
3
Addresses content-specific pedagogy and planning, New York State Learning Standards, and curricular issues. Students analyze classroom management, assessment strategies, and technology platforms, and discuss ways to improve collaboration with school community members. Should be taken the semester prior to student teaching. MEDU 520 Internship with Seminar, in which a student is placed with a secondary teacher certified in the target content area, is a corequisite.

MEDU 534 Secondary Teaching Methods: Mathematics
3
Addresses content-specific pedagogy and planning, New York State Learning Standards, and curricular issues. Students analyze classroom management, assessment strategies, and technology platforms, and discuss ways to improve collaboration with school community members. Should be taken the semester prior to student teaching. MEDU 520 Internship with Seminar, in which a student is placed with a secondary teacher certified in the target content area, is a corequisite.

MEDU 535 Secondary Teaching Methods: Science
3
Addresses content-specific pedagogy and planning, New York State Learning Standards, and curricular issues. Students analyze classroom management, assessment strategies, and technology platforms, and discuss ways to improve collaboration with school community members. Should be taken the semester prior to student teaching. MEDU 520 Internship with Seminar, in which a student is placed with a secondary teacher certified in the target content area, is a corequisite.

MEDU 536 Secondary Teaching Methods: Social Studies
3
Addresses content-specific pedagogy and planning, New York State Learning Standards, and curricular issues. Students analyze classroom management, assessment strategies, and technology platforms, and discuss ways to improve collaboration with school community members. Should be taken the semester prior to student teaching. MEDU 520 Internship with Seminar, in which a student is placed with a secondary teacher certified in the target content area, is a corequisite.

MEDU 540 Reflective Teaching Capstone (Portfolio)
1
Provides student teachers an opportunity to summarize and reflect on their knowledge of teaching and learning in diverse classrooms. Students also apply their understanding of pedagogical tools of their major discipline through the final revision and development of their program portfolio. Taken during the student teaching semester.

MEDU 600 Student Teaching and Certification Orientation
0
Workshop-style course addressing critical information necessary to be fully equipped for student teaching, including the professional responsibilities of student teachers, and guidance through certification procedures.

MEDU 603 Seminar in Content Area Research
3
Examines current research in secondary content areas of students in the course (math, science, English, etc.). Students engage in the review and application of current research in their content area of certification, lesson planning, and student assessment.

MEDU 605 Research in Culturally Responsive Pedagogies in Diverse Settings
3
Examines current research in Culturally Responsive Teaching (CRT) and the teaching methods that connect students' cultures,

languages, and life experiences to what they learn in school. The goal of implementing culturally responsive pedagogies is to provide all students with meaningful learning opportunities, regardless of their race, ethnicity, gender, or first language.

MEDU 606 Student Teaching 1
3
Student Teaching 1 includes a minimum of 35 school days in a grade 7-9 classroom or grade 10-12 classroom.

MEDU 607 Student Teaching 2
3
Student Teaching 2 includes a minimum of 35 school days in a grade 7-9 classroom or grade 10-12 classroom.

MHS 222 Introduction to Film Music
3-Summer (Online)
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-F, S, Summer (Online)
Examination of the history of the commercial music industry in America from the start of the 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. Fulfills General Education Art & Music requirement. Liberal Arts.

MHS 230 Music History and Literature I (Early Music to Baroque)
3-F
Development of music from the earliest times through the Baroque period (1750). Principles of listening and style analysis, lectures, and discussion. Principles of Christian aesthetic discussed. Fulfills General Education Art and Music requirement and Writing-Enriched course (with MHS 280). Liberal Arts.

MHS 256 Music and Global Cultures in Christian Perspective
3-S28
Explores connections between culture, philosophy, theology, and music, drawing on examples from Western and non-Western culture. Examines topics such as music and expression, music and politics, music and faith, ethics of global engagement in the arts, etc., through lectures, readings, listening examples, and in class discussion. Fulfills General Education Global Competence or Art or Music requirement. Liberal Arts.

MHS 280 Music History & Literature II (Classical–20th Century)
3-S
Explores the development of music from early Classical era through the present day. Emphasis on principles of listening and style analysis through lectures, readings, listening examples, and in-class discussion. Incorporates discussion of aesthetics and cultural trends from a Christian worldview. Fulfills General Education Writing-Enriched course (with MHS 230). Liberal Arts.

MHS 385 History and Philosophy of Worship Music
3-S28
A study of the history of worship from the Old Testament the early church through the modern period. Emphasis given to changes in worship practices resulting from the Reformation, the Great Awakenings, revival movements, large evangelistic crusades of the 1940s and 1950s, Jesus Movement, and the Praise and Worship movement. Liberal Arts.

MHS 490 Topics in Music History
3-F26
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 music, specific major works, genre surveys, etc. Liberal Arts.

MIN 210 Introduction to Christian Ministries
3-S4
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 220 Pastoral Care and Counseling
3-WSP
Presents the knowledge, skills, and dispositions that facilitate a thriving, healthy congregation on both individual and corporate levels. Relational and listening skills, healthy boundaries, peacemaking, and wholeness are examined in light of both psychological and spiritual principles with special attention to the question of referral and how to equip the people of God to care for each other. Prerequisite: PSY 101 Introduction to Psychology.

MIN 316 Worship in the Church
3-F27
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-S28
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 Preaching and the Church
3-S28
Explores the role of preaching and proclamation in worship and ecclesiology. Examines the character and methods of the preacher. Focus is on the preparation and delivery of sermons, combining theory of organization structure with tools and techniques for biblically based preaching in various sermon genres. Includes practice in preparing and preaching various types of sermons. Prerequisite: COMM 205

MIN 410 Ministerial Field Education
3–6-OD
Professional field experience during a summer or semester-long internship in established ministry organizations. Combines theory and practice of ministry through case studies, reflective practice, and onsite supervision. Pastoral Ministries students will intern in a local church congregation. In consultation with the advisor, the internship for other concentrations may be tailored to the focus of the concentration in a variety of ministry settings or organizations.

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-S28
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
3-F27
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 Global Competence requirement.

MISS 243 Introduction to Missiological Foundations
3-F27
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.

MLT 211 Music and Listening: An Introduction
3-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 432 Large Ensemble Instrumental Literature
2-S27
Exploration of the historical development of the orchestral and wind band genres. Survey of major band and orchestra works from 1600 through the present. Liberal Arts.

MLT 455 Instrumental Literature
2-S27
Survey of collaborative piano instrumental literature across musical periods; includes analysis and performance (when possible) of the music itself, recordings and collateral readings.

MLT 555 Instrumental Literature
2-S27
Survey of collaborative piano instrumental literature across musical periods; includes analysis and performance (when possible) of the music itself, recordings and collateral readings.

MLT 460 Vocal Literature
2-S28
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-S28
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 on 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 105 Introduction to Composition and Arranging
2-F27
The skills of music composition and arranging are necessary for every complete musician. This course offers the opportunity to gain experience and confidence in expressing musical ideas in a creative format. Students acquire an understanding of instrument capabilities, notation, and compositional techniques involved in developing and extending ideas into complete and satisfying compositions. Liberal Arts.

MTH 220 Music Theory I
3-S
A foundational study of theoretical concepts in the Western tonal system. Development of fluency with basic triads and seventh chords, Roman numeral figured bass notation, basic counterpoint, musical texture, and harmonic analysis of standard repertoire. Liberal Arts. Corequisite: MTH 221 or instructor permission

MTH 221 Musicianship I
1-S
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 rhythmic, melodic, and harmonic dictations in major and minor mode. Liberal Arts. Corequisite: MTH 220 or instructor permission

MTH 227 Music Theory II
3-F
A continued study of theoretical concepts in the Western tonal system. Introduction to analysis of formal structures, melodic variation, and creation of original harmonic progressions. Development of fluency with non-chord tones, cadences, and all diatonic triads and seventh chords. Liberal Arts. Prerequisite: MTH 220 or instructor permission; corequisite: MTH 228 or instructor permission

MTH 228 Musicianship II
1-F
Continuation of a cumulative study of ear training, including prepared singing, sight-singing, and melodic and harmonic dictation. Topics include melodies and harmonies using the major and minor modes, predominant

chords, and seventh chords along with an early introduction to chromaticism. This performance-lab-style course should parallel the concurrent music theory course, putting into practice the same written principles and techniques learned there. Liberal Arts. Prerequisite: MTH 221 or instructor permission; corequisite: MTH 227 or instructor permission

MTH 234 Practical Contemporary Theory
3-S
Equips students with the theoretical tools used in today's commercial, popular, and church music environments. Emphasizing functional harmonic vocabulary, modal and pentatonic approaches, contemporary chord symbols, melodic construction, and rhythmic practices, the course bridges traditional theory foundations with modern applied musicianship. Students analyze and create contemporary styles, developing practical fluency for performance, songwriting, arranging, and worship leadership. Liberal Arts. Prerequisites: MTH 220/221/227/228

MTH 318 Introduction to Songwriting and Arranging
3-S28
Introduction to writing contemporary songs and arrangements for diverse ensembles. Students are introduced to practices common to the contemporary period and techniques for composing worship songs and popular songs for solo, praise team, choral and small instrumental ensembles.

MTH 325 Music Theory III
3-S
Continuing analysis of Western tonal harmony through advanced chromaticism and 18th-century counterpoint. Development of fluency with secondary key areas, modulation, and small formal designs. Creation of harmonic progressions using modal mixture. Liberal Arts. Prerequisite: MTH 227; corequisite: MTH 326 or instructor permission

MTH 326 Musicianship III
1-S
Continuation of a cumulative study of ear training, including prepared singing, sight-singing, and melodic and harmonic dictation. Course topics include melodies and harmonies using chromaticism, secondary chords, altered chords, and various modulations. This performance-lab-style course should parallel the concurrent music theory course, putting into practice the same written principles and techniques learned there. Liberal Arts. Corequisite: MTH 325 or instructor permission

MTH 327 Music Theory IV
3-F
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. Liberal Arts. Prerequisite: MTH 325; corequisite: MTH 328

MTH 328 Musicianship IV
1-F
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. Liberal Arts. Corequisite: MTH 327 or instructor permission

MTH 466 Orchestration
3-F27
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. Liberal Arts.

MTH 467 Systems of Analysis and Contemporary Music
3-S28
Study of techniques for the analysis of contemporary music, including set theory and serialism. Introduction to analytical systems of Schenker, Hindemith, Forte, and others. Liberal Arts.

MTH 495 Special Topics
1, 2 or 3-WSP

MTR 103 Introduction to Music Therapy
3-S
Provides an overview of the profession of music therapy through readings, observations

of board-certified music therapists, and professional reflection. Online, by permission only.

MUS 150 Collaborative Workshop
0-F
A 7-week workshop on collaborative performance, working with a collaborative piano professor on the music students have been assigned to accompany. Required for all first-year students whose primary instrument is Piano.

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 University, Greatbatch School of Music. Emphasis on proper procedures and best practices in a 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-F26
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 student to undertake Pro Tools 110 DigiDesign Certification exam. This course has a fee.

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 Houghton Jazz Ensemble
0 or 1-F & S
Preparation and presentation of a variety of jazz repertoire including swing, combo, and modern styles. Permission of director. Two semesters taken for credit fulfill General Education Art & Music requirement.

MUS 226 Flute Ensemble
0 or 1-WSP
Preparation and presentation of repertoire for flute ensemble. Permission of director. Two semesters taken for credit fulfill General Education Art & Music requirement.

MUS 229 Basic Conducting
2-F
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 university-level work in music, including diagnostic examination of background knowledge. Liberal Arts.

MUS 255 Brass Ensemble
0 or 1-WSP
Preparation and presentation of repertoire for brass ensemble. Permission of director. Two semesters taken for credit fulfill General Education Art & Music requirement.

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. Two semesters taken for credit fulfill General Education Art & Music requirement.

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. Two semesters taken for credit fulfill General Education Art & Music requirement.

MUS 320–324 Houghton Choir
0 or 1-F & S
Major ensemble. Audition required. Ensemble is available for 2 credits in any semester during which the ensemble tours. By permission of the director. Two semesters taken for credit fulfill General Education Art & Music requirement.

MUS 325 Highlander Chorus
0 or 1-F & S
Major ensemble. Comprised of students from all majors across campus. Performs primarily SATB repertoire from all genres, eras, and styles. Has no audition requirement and students from all areas of campus are encouraged to register, regardless of musical background or experience level. Two semesters taken for credit fulfill General Education Art & Music requirement.

MUS 331–335 Houghton Symphony Orchestra
0 or 1-F & S
Major ensemble. Audition required. By permission of the director. Two semesters taken for credit fulfill General Education Art & Music requirement.

MUS 336–340 Houghton Wind Ensemble
0 or 1-F & S
Major ensemble. Audition required. Ensemble is available for 2 credits in any semester during which the ensemble tours. By permission of the director. Two semesters taken for credit fulfill General Education Art & Music requirement.

MUS 341 Jazz Workshop
0 or 1-F26
Education, exploration, and experimentation of jazz improvisation and styles.

MUS 352 Lyric Theatre
0 or 1-F&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 358 Collaborative Practicum
0 or 1-S
Designed as a performance class for recitalists with emphasis on collaboration for singers and instrumentalists with their pianist. Diction/translations and musical style focused; in class performances with peer feedback and professor coaching. Students will also have opportunity to coach a collaborative team in class, with professor feedback, equipping students for future teaching and career preparation.

MUS 381 Advanced Practicum
3-S
Provides an in-depth, experiential exploration of contemporary live sound reinforcement and audio recording practices within the performance and production environments of Houghton University's Greatbatch School of Music. Prerequisite: MUS 180/181.

MUS 395 Special Topics
1, 2 or 3-WSP

MUS 425 Advanced Choral Seminar
3-OD
Exploration of conducting and rehearsal techniques in the context of a wide variety of choral literature. Topics rotate by semester, and include: large and small, sacred and secular forms of Western art music and practical solutions related to the performance of choral music from non-western cultures. Three semesters required for graduate choral conducting majors; open to graduate and

undergraduate students with permission of the instructor. Undergraduates may take the course at the 425 or 529 level.

MUS 429 Advanced Conducting
2-S
Continues the study of gesture techniques from Basic Conducting and adds significant attention to the elements of analysis, rehearsal technique, and performance. Students prepare material for major choral and/or instrumental ensembles and gain actual experience directing those ensembles.

MUS 460–468 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. Two semesters taken for credit fulfill General Education Art & Music requirement.

MUS 469 Chamber Choir
0 or 1-F&S
Performs primarily early and modern *a cappella* choral literature. Audition required. Co-requisite: MUS 320 Houghton Choir. Director permission required. Two semesters taken for credit fulfill General Education Art & Music requirement.

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 Vocal Pedagogy
2-S27
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
2-S27
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
3–6-WSP

MUS 521 Foreign Language Diction: Transcription and Translation
1-S
Study of foreign language diction for collaborative pianists with a focus on translation and IPA transcription. Primary languages encountered will be French and German, and projects will assist collaborative pianists in preparing scores and coaching singers.

MUS 529 Advanced Choral Seminar
2-S
Exploration of conducting and rehearsal techniques in the context of a wide variety of choral literature. Topics rotate by semester and include large and small, sacred and secular forms of Western art music and practical solutions related to the performance of choral music from non-Western cultures. Three semesters required for graduate choral conducting majors; open to graduate and undergraduate students with permission of the instructor.

MUS 530 Advanced Instrumental Conducting Seminar
2-F
Exploration of conducting and rehearsal techniques in the context of a wide variety of instrumental settings and literature. Topics rotate by semester and include wind band repertoire, programming, ensemble intonation, rehearsal techniques, organization and administration of large instrumental ensembles, and musical growth as a conductor. Repeatable.

MUS 541 Houghton Choir

0 or 1-F&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 544 Houghton Symphony Orchestra
0 or 1-F&S
Major ensemble. Audition required. By permission of the director.

MUS 547 Houghton Wind Ensemble
0 or 1-F&S
Major ensemble. Audition required. By permission of the director.

MUS 557 Music Psychology
3-S
An examination of the physical and psychological aspects of music involving human behavior with specific topics ranging from an overview of music perception and cognition, the role of music in society from an evolutionary perspective, the effects of music and music instruction on behavior, the psycho-acoustical basis of sound, and how our neural mechanisms interpret sounds as music. Liberal Arts.

MUS 559 Collaborative Practicum
0 or 1-S
Designed as a performance class for recitalists with emphasis on collaboration for singers and instrumentalists with their pianist. Diction/translations and musical style focused; in class performances with peer feedback and professor coaching. Students will also have opportunity to coach a collaborative team in class, with professor feedback, equipping students for future teaching and career preparation.

MUS 569 Chamber Choir
0 or 1-F&S
Performs primarily early and modern *a cappella* choral literature. Audition required. Co-requisite: MUS 541 Houghton Choir. Director permission required.

PERF 385 Junior Recital
0-F&S

PERF 485 Senior Capstone: Senior Recital
0-F&S

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 208 First Aid/CPR/AED
.5-WSP
Basic understanding of lifesaving techniques related 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

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. Liberal Arts.

PHIL 202 Metaphysics, Morality, and Mind
3-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 311 Environmental Ethics
3-WSP
Examines several contending ways of thinking about human beings' relationship to and responsibility for the non-human world. In addition to general questions about the value of the non-human world, explores several specific areas of applied reflection, such as the ethics of eating meat. 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, and 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. 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 University 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 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 selected, qualified students. Liberal Arts.

PHYS 141 Science as a Human Endeavor
2-F&S
An exploration of what science is, and how it changes our understanding of who we are and our place in the universe. This question is explored as it relates to a topic of physics. One lecture, three lab hours each week. Fulfills half of General Education Natural Science requirement. Liberal Arts. This course has a fee. For Education majors only.

PHYS 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 Science requirement. Liberal Arts. This course has a fee. For Education majors only.

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 171 Introduction to Engineering Design
2-F
Introduction to the engineering design process through application to a practical experimental design problem. Application of essential engineering tools such as CAD, machine shop, 3D printing, math software, sensors, microcontroller interfacing, and programming. This course has a fee.

PHYS 212 Modern Physics
2-F26
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
3-S28
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. Liberal Arts. This course has a laboratory fee. Prerequisite: PHYS 151.

PHYS 251 Dynamics
3-F26
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. Liberal Arts. Prerequisites: MATH 181, PHYS 151

PHYS 258 Analog Electronics
3-S27
A study of analog circuits composed of resistors, capacitors, inductors, op-amps, and DC and AC voltage and current sources. Methods of analyses: Kirchhoff's Laws, node/mesh, network theorems, bode plots, and Laplace transforms. Some software tools explored. Liberal Arts. This course has a laboratory fee. Prerequisites: MATH 241 (may be taken concurrently), PHYS 152.

PHYS 259 Digital Electronics
3-S28
An introduction to digital circuits including Boolean algebra, logic gates, Karnaugh maps, decoders, flipflops, registers, microcomputers, and interface devices. Characteristics and operation of digital integrated circuits are

covered. Some software tools are explored. Liberal Arts. This course has a laboratory fee. Prerequisite: PHYS 152.

PHYS 260 Optics
3-WSP
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. Liberal Arts. This course has a laboratory fee. Prerequisites: MATH 241 (may be taken concurrently), PHYS 152.

PHYS 275 Experimental Physics Laboratory 1
2-F26
Selected experiments in modern physics. Liberal Arts. This course has a laboratory fee. Prerequisite: PHYS 152.

PHYS 276 Experimental Physics Laboratory 2
2-S27
Selected experiments in modern physics. Liberal Arts. This course has a laboratory 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-S27
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: PHYS 251

PHYS 353 Electricity & Magnetism
3-F27
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. Prerequisites: MATH 225 (may be taken concurrently), PHYS 152.

PHYS 354 Advanced Electricity & Magnetism
3-S28
An examination of the role of special relativity in electromagnetic phenomena. Maxwell's equations are 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. Prerequisite: PHYS 353; MATH 261 recommended (may be taken concurrently).

PHYS 355 Thermal Physics
3-F27
Theory and application of energy methods in engineering, energy transfer by heat, work, and mass; thermodynamic properties; analysis of open and closed systems; second law of thermodynamics and entropy; gas, vapor, and refrigeration cycles; and applications. Liberal Arts. Prerequisites: MATH 241, PHYS 152

PHYS 356 Quantum Mechanics
3-S27
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. Prerequisites: MATH 241, PHYS 212; MATH 261 recommended (may be taken concurrently).

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. For physics majors only. Liberal Arts. This class has a fee. Prerequisites: PHYS 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 482 Senior Capstone: Physics Seminar
3-S
Culminating physics research experience. Preparation of oral and written reports on research project (for Physics and Applied Physics BS) or a topic of current interest in physics journals (for Physics BA). Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

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-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 Science requirement. Liberal Arts.

POLS 212 Social Science Research Methods
3-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-WSP
The foundation course in American politics. Focuses on fundamental constitutional principles of the American political order, including constitutionalism, separation of powers and checks and balances, federalism, the rule of law, and judicial review. Special attention given to the history of the American Founding, debates over the Constitution, the Federalist Papers, and Tocqueville's later analysis of American democracy. Liberal Arts.

POLS 230 Introduction to International Relations
3-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. Fulfills part of General Education Global Competence requirement. 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 interested 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 247 Switzerland: A Case Study in European Politics and Culture
3-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 to similarities and differences between Switzerland and the United States. Fulfills part of General Education Global Competence requirement. Liberal Arts.

POLS 260 Introduction to Political Thought
3-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-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-WSP
According to demand and interest, courses are offered on a range of topics in any area of political science. Liberal Arts.

POLS 299 Historical and Political Research
1-WSP
Introduces skills necessary for research and writing within the humanities and humanistic social sciences. Students learn to identify scholarly arguments in the literature, recognize historiographic arguments, analyze primary sources, construct their own arguments, distinguish between primary and secondary sources, and assess appropriate methodologies. At the end, students present their own well-researched argument and criticize those of fellow students. Ideally taken in the sophomore year; students must either have previously taken or be simultaneously enrolled in a 200-level or higher major course. Liberal Arts.

POLS 324 Native American History and Politics
3-WSP
History of the United States policy toward Native American tribes from the founding of the country to the present. Special attention to how the legal system has dealt with the claims

of Native Americans. Focus on changing conceptions of Indian nationhood and sovereignty in relation to the United States. Liberal Arts.

POLS 325 Executive Power and the Presidency
3-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 336 American Foreign Policy
3-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 343 Communities, Governance, and Development
4-F26
Attempts to explain the development or underdevelopment of households, communities, and states. At the micro level, examines daily decisions and behaviors of poor households. At the macro level, looks at why some countries attain higher levels of development and others have not. Students are exposed to empirical findings from economics and other disciplines, develop an understanding of contemporary theories to explain development and underdevelopment, study the implications of efforts to reduce global poverty, and identify programs and policies that are more or less likely to be effective. Liberal Arts.

POLS 348 Vienna 1900: Politico-Cultural Crisis and Creativity
3-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 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-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 367 Living Like a Narnian: The Social and Ethical Thought of C. S. Lewis
3-WSP
In-depth study of the social, ethical, and political thought of C. S. Lewis, one of the 20th century's most influential Christian thinkers. Extensive reading in the works of Lewis, drawn evenly from his fiction and nonfiction writings. Topics include theories of history and the nature of modernity, war and peace, equality, gender and the family, education, political rule, democracy, and technology and scientific progress. Liberal Arts.

POLS 369 Luther and the German Reformation
3-WSP
Studies the social and political thought of Martin Luther in the context of the history and theology of the German Reformation. Topics include the doctrine of the Two Kingdoms, the relationship between church and state, the duties of a citizen, social reform (marriage, education, poor relief), and political revolution (the Peasants' War), all situated within Luther's life and times. Liberal Arts.

POLS 375 Immigration and Citizenship
3-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 Global Competence. Liberal Arts.

POLS 376 Manzanar: Race, Citizenship, and War
3-WSP
Interdisciplinary exploration of race and American citizenship in war-time through a focus on Manzanar, one of the Japanese internment camps during WWII. Looks at the historical and political background to the internment and considers the Supreme Court's famous Korematsu decision in context. Then moves from legal materials to consider the treatments of Manzanar in memoir, literature, and photographic series by Ansel Adams and Dorothea Lange. Special focus on constructions of American belonging as they appear in historical, political, and cultural contexts. 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 Dean of Religion, Humanities, and Global Studies. 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 426 Constitutional Law
3-WSP
Studies the jurisprudence of the Supreme Court with a focus on major decisions from the Founding to the present. Topics include government structure and the separation of powers, judicial review, executive and legislative authority, federalism, civil rights and liberties, the Bill of Rights, and equal protection. Liberal Arts.

POLS 437 International Law
3-WSP
Introduces students to the field of international law. Heavy emphasis on reading and analyzing international law cases and understanding their application to international relations. Key topics include the sources of international law, sovereignty, the law of war and peace, and humanitarian intervention. Liberal Arts.

POLS 455 American Constitutional History
3-WSP
Survey of United States constitutional history from its origins to the present. Emphasis on the constitutional system as a whole rather than constitutional law as developed by the Supreme Court. Examines the origins and general principles of constitutional thought, their elaboration in the Founding, and their development through crises over state rights and union in the 19th century, the Civil War amendments, liberty of contract, New Deal intervention, the developing doctrine of civil rights and civil liberties, and the growth of the administrative state. Liberal Arts.

POLS 468 America and the World
3-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 materials. Liberal Arts.

POLS 480 Senior Capstone in History and Political Science
3-WSP
Capstone course for the majors in History and Political Science. Integration of concepts, knowledge, and methods from previous major coursework. Students improve research, writing, analytical, and communication skills by writing, revising, and defending in an oral examination a substantial research project based on original research in primary and secondary sources and similar in quality to what would be expected in a first semester of graduate study. Liberal Arts.

POLS 496 Honors in Political Science
3-S
Liberal Arts.

POPH 490 Capstone Colloquy in Politics & Philosophy
1-F
Required capstone seminar for Politics & Philosophy majors. Meets weekly for discussion of important texts, with an emphasis on participation in seminar discussion. Content changes each year. May be repeated more than once. Politics & Philosophy majors must take the colloquy at least once during the junior or senior year. Liberal Arts. Prerequisite: at least 24 hours of college credit.

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 Science 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
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 psychological theory and research on the social forces influencing individuals' thoughts, feelings, and behaviors. Topics include social cognition, attribution theory, persuasion, conformity, prejudice, aggression, and helping. Liberal Arts.

PSY 220 Culture and Human Development
3-S28
Critical analyses of cultural influences on developmental pathways and outcomes from the prenatal period to adulthood. Understanding of culture as a dynamic process rather than a set of fixed traits or attributes essentially intertwined with human development. Liberal Arts.

PSY 230 Lifespan Development of the Family
3-S28
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-WSP (Houghton Online)
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
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-WSP
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 315 Psychological Assessment
3-F27
Principles of construction, validation, and use applied to a variety of ability and personality tests. Selected tests administered with guided interpretation. Liberal Arts.

PSY 318 Psychology of Race and Racism
3-F
Drawing from a social psychological perspective, 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 are asked to think critically about their own racial development, participation in racialized systems, and potential to impact a racialized society. Fulfills part of General Education Global Competence requirement. Liberal Arts.

PSY 320 Stereotyping & Prejudice
3-S28
Provides an overview of research on the social psychological processes underlying stereotypes, prejudice, and discrimination. Addresses potential sources of stereotypes; evidence of the biasing effects of stereotypes on memory, cognition, and behavior; the impact of stereotypes and prejudice on targets; and potential strategies for reducing prejudice and discrimination. Other topics include specific “isms” (e.g., ageism, sexism, racism, etc.), hate crimes, and hate group membership. 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 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-S28
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 337 Social Cognition
3-Online-WSP
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 340 Cognitive Development
3-F26
Concepts, principles, theories, and research concerning the biological and experiential influences on the intellectual growth of the child from infancy through adolescence (with some discussion relevant to adult cognition). Topics include memory, perception, attention, representation, language acquisition, reasoning, and problem-solving. Liberal Arts.

PSY 342 Social Neuroscience
3-S25
The growing field of social neuroscience addresses social psychological questions using the methods of neuroscience (fMRI, EEG, etc.). This course provides an overview of some influential findings in this exciting area of research while encouraging critical consumption of the claims made by these researchers. Topics include self-regulation (e.g., neural activation when we try to resist temptation), social pain (e.g., what happens in the brain when we're ostracized), altruism (e.g., neural responses to others' suffering), morality, and prejudice. Liberal Arts.

PSY 350 Cultural Competencies for Practice
3-WSP
Introduction to multicultural competencies needed for all helping professions (e.g., physicians, counselors, therapists, social workers, health care providers). Emphasis on understanding and communicating with clients/patients who do not come from majority culture backgrounds. 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 instructor permission. 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 instructor permission. 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 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. Fulfills General

Education Writing-Enriched course requirement. 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.

REL 101 Defining Ourselves, Our Communities, and the Cosmos: Major Religious Faiths BCE
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, sociopolitical, ethical, communal, and personal – with emphasis on the sacred texts of each tradition. Special attention to how Christianity, the animating faith of Houghton University, has impacted the world and how it can be helpfully incarnated in a pluralistic culture. Liberal Arts.

REL 102 Defining Ourselves, Our Communities, and the Cosmos: Major Religious Faiths CE
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 world. Special attention to how Christianity, the animating faith of Houghton University, has impacted the world and how it can be helpfully incarnated in a pluralistic culture. Liberal Arts.

REL 215 Islam: A Christian Introduction
3-F27
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-WSP
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-F27
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-S28
Examines in critical perspective the history and beliefs of the major divisions within Judaism. Special emphasis is given to the relationship between Judaism, Christianity, and Islam. Liberal Arts.

SOC 101 Introduction to Sociology: The Sociological Imagination
3-WSP

Introduction to the sociological perspective and sociology program emphasis. Explores 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 Science 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
Social psychological theory and research on the social forces influencing individuals' thoughts, feelings and behaviors. Topics include social cognition, attribution theory, persuasion, conformity, prejudice, aggression and helping. 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-S25
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 Science or half of Global Competence requirement. Liberal Arts.

SOC 293 East African Anthropology
4-S
Intensive study of East African ethnic populations – 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
3-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-WSP
Integrates knowledge from several disciplines and seeks to combine the social and natural science. Theory is interwoven with basic concepts, and emphasis is on how humans view and interact with the natural

environment. Key themes are discussed in relation to basic human societal structures in anthropology. Fulfills part of General Education Global Competence 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-WSP (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-S25
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. Fulfills part of General Education Global Competence requirement. Pre- or Corequisite: SOC/GBS 243. Liberal Arts.

SOC 362 Gender Relations
3-WSP
Introduction to gender relations focusing on gender roles over the lifecycle. Includes multicultural perspectives on gender relations. Liberal Arts.

SOC 365 Mass Incarceration, Restorative Justice, and the Church
3-WSP
Designed to provide students with the essential knowledge, skills and dispositions to think theologically about restorative justice and the crisis of mass incarceration in the United States. Specific focus will be on the holistic ministry of chaplains in the criminal justice system. Issues of crime, justice, and forgiveness will be examined in the overall work of chaplaincy leadership, equipping learners with the skills to bring transformation and positive impact to the criminal justice field. Fulfills part of General Education Global Competence requirement. Liberal Arts.

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 191, 192, 291, 292, 391, 392, 491, 492 Independent Study
1, 2, 3, or 4-WSP
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. This course has a fee.

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. This course has a fee.

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 the fall semester. Fulfills General Education Wellness requirement. This course has a fee.

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, and environmental stewardship. Fulfills General Education Wellness Requirement. This course has a fee.

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-F27
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
Explores leadership, as it applies to outdoor adventure programming, predominant in the development of current practices in adventure education. Experiential course includes basic soft and hard skills – which are generic to most adventure education programs: facilitation techniques; initiative activities, ropes course work, and backcountry wilderness skills. This course has a fee.

SRWM 237 Holistic Health
3-S28
Explores topics of personal health and well-being, public health, interpersonal relationships, and current issues globally. 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.

SRWM 240 Camps and Summer Programs
3-WSP
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. This course has a fee.

SRWM 241 Recreation and Tourism
2-Mayterm
Analysis of private, commercial, and industrial recreation fields including tourism, focusing on economic impact, marketing strategies, consumer protection, and career opportunities. This course has a fee.

SRWM 270 Global Sports Culture
3-WSP
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 and politics, religion and spirituality, race and racism, disability and advocacy, violence and crime, media and cultural relations, justice and social inequities, and gender and 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-S28
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 195, 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-F
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. This course has a fee.

SRWM 301 Outdoor and Experiential Education
3-WSP
Development and use of experiential education instructional techniques to connect with the natural world. Emphasis on building a basic information base, compiling teaching aids, and implementing teaching strategies. This course has a fee.

SRWM 306 Principles of Coaching & Sport Management
3-S28
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
1-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-S25
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-F27
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-F27
Examines the psychological and social factors that influence individual athletes and sport teams, with an emphasis on practical application for coaches and sport professionals. Students explore relevant theories and topics including leadership, communication, feedback, reinforcement strategies, intrinsic motivation, team dynamics, arousal regulation, stress management, and performance anxiety. Through a combination of lectures, discussions, and experiential learning opportunities, students develop practical skills for creating positive sport environments and supporting athlete development. Applied components provide opportunities for students to work directly with individual athletes. Prepares future coaches and sport professionals to foster healthy team cultures, enhance motivation and confidence, and promote both performance excellence and athlete well-being. Liberal Arts.

SRWM 325 Certified Personal Trainer
2-WSP
Designed to give students the knowledge and skills to develop exercise prescription and programming for clients related to personal health and fitness. Students develop an understanding of functional anatomy, exercise

physiology, health and physical fitness, injury prevention, and nutrition. Students successfully completing this course are eligible to take the Personal Trainer certification exam with the National Council of Strength and Fitness (NCSF). Students work through content, practice quizzes, and practical exams using the NCSF online learning platform with review sessions. Prior knowledge of human systems, anatomy, and physiology is recommended. This course has a fee.

SRWM 326 Strength & Conditioning
2-WSP
Designed to give students the knowledge and skills to develop programming and training techniques specific to advanced sport and athletic performance. Students develop an understanding of concepts in sport metabolism, biomechanics, and nutrition. Students successfully completing this course are eligible to take the Strength and Conditioning Coach exam with the NCSF. Students work through content, practice quizzes, and practical exams using the NCSF online learning platform with review sessions. Prior knowledge of human systems, anatomy, and physiology is recommended. This course has a fee.

SRWM 327 Sports Nutrition
2-WSP
Designed to give students the knowledge and skills to develop an understanding of nutritional concepts relating to micro/macronutrients and supplementation and be able to apply these nutrition concepts in conjunction with exercise to improve athletic performance. Students successfully completing this course are eligible to take the Sports Nutrition Specialist exam with the NCSF. Students work through content, practice quizzes, and practical exams using the NCSF online learning platform with review sessions. Prior knowledge of human systems, anatomy, and physiology is recommended. This course has a fee.

SRWM 354 Exercise Science Practicum I
2-F, S
Professional field experience through practical experience in the area of emphasis within the Exercise Science and/or Sport, Recreation, and Wellness majors. A minimum of 50 work hours is required. Must be taken in order (hours logged prior to taking this class may count with instructor's preapproval.) Prerequisites: BIOL 217, 218; SRWM 475 (can also be taken concurrently); and instructor permission.

SRWM 355 Exercise Science Practicum II
2-F, S
Professional field experience through practical experience in the area of emphasis within the Exercise Science and/or Sport, Recreation, and Wellness majors. A minimum of 50 work hours is required. Must be taken in order (hours logged prior to taking this class may count with instructor's preapproval.) Prerequisites: BIOL 217, 218; SRWM 475 (can also be taken concurrently); and instructor permission.

SRWM 401 Natural Resource Management
3-WSP
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. This course has a fee.

SRWM 475 Professional Development
1-F
Focus on career development through exploration of student strengths, skills, and goals through research, discussion, and personal/group reflection. Emphasis and instruction for career readiness on writing a resume, the interview process, and finding an internship site/employment opportunity. Prerequisite: SRWM 300.

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

SRWM: Equestrian Management & Performance majors. Fulfills General Education Writing-Enriched course requirement.

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-F&S, Summer
Professional field experience in the area of emphasis; the student relates theory to practice in a cooperative effort among agency, student, and advisor. Minimum five-week, 200-hour internship/field placement equals 3 credits. Each additional 50 hours equal 1 additional credit. Prerequisite: SRWM 300 and SRWM 475, or instructor permission.

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 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 Abstract and Quantitative Reasoning 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 Science 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 Science requirement. Liberal Arts. This course has a fee.

STEM 371 Career Seminar
1-F
Preparation for entrance into a science, technology, engineering, or mathematics (STEM) career. Topics 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

SPAN 101 Spanish Level 1
3-OD
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 half of General Education Global Competence requirement. Liberal Arts.

SPAN 102 Spanish Level 2
3-OD
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 half of General Education Global Competence requirement. Competency: Foreign Language. Liberal Arts.

SPAN 205 Crossing the Bridge: Intermediate Spanish
3-OD
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 half of General Education Global Competence requirement. Liberal Arts.

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 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. Fulfills General Education THEL 209 requirement. Prerequisite: BIBL 101

THEL 210 Theology of Creation
3-F27
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-F27
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-F27
Examines the development of North American and European Christianity from the earliest centuries of Christian history until the present. 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 will be considered. Liberal Arts. Prerequisite: THEL 209

THEL 222 History of Global Christianity
3-S28
Examines the development of South American, African, Asian, and Pacific Christianity, with corresponding overviews of Europe and North America, from the earliest centuries of Christian history until the present. Attention to the lives of prominent men and women as well as movements in the church in various regions. Connections with current theological issues and church practice will be considered. Liberal Arts. Prerequisite: THEL 209

THEL 230 Building Shalom: Justice, Love, and the Christian Life
3-F27
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-WSP
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-WSP
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 241 The African-American Church Experience
3-WSP
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.

THEL 251, 252 Emmanuel Scholars
0, 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-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. Prerequisite: THEL 209

THEL 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. 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 294 Liturgy, Space, & Time
3-WSP
Efforts to help Christians develop their faith often focus on delivering theological content (i.e., catechesis), helping the believer to develop criteria to distinguish right from wrong, and fortifying the believer with encouragement to choose the right. However, scant attention is paid to noncognitive ways of helping Christians perceive their basic realities differently. This course pays attention to three of these noncognitive means: ritual liturgical practice, the arrangement of space, and the arrangement of time. Liberal Arts. Prerequisite: THEL 209

THEL 295, 395, 495 Special Topics
1, 2, 3, or 4-WSP
Liberal Arts. Prerequisite: THEL 209

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-S28
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-F27
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-F27
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-S28
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 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 331 Christian Ethics
3-WSP
Examines topics within the rich tradition of Christian personal and social ethics, to help students integrate theological commitments with contemporary concerns. Key themes include the life and dignity of the human person, concern for the common good, the preferential option for the poor and otherwise marginalized people, and care for God's creation. Liberal Arts. Prerequisites: BIBL 101, 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 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 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 486 Senior Capstone in Bible and Theology
3-S
Students are required to write a thesis in which they demonstrate their facility in using the tools and the methods of inquiry appropriate to the major. In consultation with the faculty member of record, students will choose their research questions and then investigate them through the use of primary and secondary sources. Liberal Arts.

THEL 496 Honors in Theology
3–4-S
Liberal Arts. Prerequisite: THEL 209

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 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 nonfiction 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 218 Writing about Literature and Culture
3-F
Analytical writing about literary texts and cultural artifacts. Focus on developing critical reading skills for a variety of genres including but not limited to poetry, fiction, drama, film, and popular culture. Introduction to the

vocabulary and practices of the discipline of English. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

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 309 Writing Flash Fiction and Nonfiction
3-WSP
The craft of writing very short fiction and nonfiction prose stories between 300 and 1000 words long. Reading and analysis of examples of these kinds of very concise prose genres. Liberal Arts.

WRIT 311 Poetry, Liturgy, and Worship
3-WSP
Techniques of poetry dedicated to worship in its several forms. Fulfills General Education Writing-enriched course requirement. 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 318 Travel Writing
3-WSP
Students explore a variety of forms of the prose genre of travel writing, a type of non-fiction narrative writing that emphasizes unfamiliar settings. The course includes at least some time of instruction in a living classroom in an unfamiliar place in the US or abroad. As part of the writing process, students will draft, workshop, and conference their work. Fulfills General Education Writing-Enriched course requirement. Liberal Arts.

WRIT 320 Special Topics in Writing
1, 2, 3, or 4-WSP
Opportunity for study of issues and problems of writing not covered elsewhere in the curriculum such as travel writing; writing for the younger audience; writing and the natural world; and Writing Center theory, practice, and research. May fulfill General Education Writing-Enriched course requirement. Liberal Arts.

WRIT 325 Writing Reviews
3-WSP
The craft of writing reviews and criticism for print and online venues. Subjects can include book, film, theater, concert, recorded music, art exhibits, restaurants, and product reviews. Addressing specific elements of craft such as writing for an audience, venue, limited foci, objectivity and subjectivity, humor, critical jargon, as well as the role and responsibility of the critic. Liberal Arts.

WRIT 330 Writing Center Theory and Practice
1–3-F
Study of the best practices in writing center consultation, including training on how variables such as demographics, language acquisition, schooling, and learning styles influence tutoring dynamics. Practice in sample Writing Center scenarios and reflection on the

student's experience as a Writing Center consultant. Required for students who have positions in the Writing Center. Instructor permission required.

WRIT 331 Writing Center Research
1-S
Research into best practices of Writing Centers culminating in a project to be presented at a conference and/or submitted for publication. Offered as an option to Writing Center consultants. Instructor permission required.

WRIT 401 Senior Capstone in Writing
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 school dean. Liberal Arts.

WRIT 496 Honors in Writing
3-S
Liberal Arts.

WSP 220 Contemporary Techniques for Worship
2-F27
A worship methods class that deals with principles and processes of building a music program for the traditional and non-traditional worship service. Attention to pedagogy of vocal groups for adult singers. Students also learn the development, role, and repertoire of large and small ensembles in the worship service. This course has a fee.

WSP 310 Worship Arts Junior Internship
0, 1, 2-OD
An internship in the junior year, consisting of a church placement in a Christian church. Details pertaining to the responsibilities of the student must be agreed upon in advance by the head pastor or worship pastor and the Dean of the School of Music.

WSP 410 Worship Arts Senior Internship
0, 1, 2, 3, 4-OD
An internship in the senior year, consisting of a church placement in a Christian church. This second placement must contrast to the junior internship in terms of style, size, and/or denomination. Details pertaining to the responsibilities of the student must be agreed upon in advance by the head pastor or worship pastor and the Dean of the School of Music.

WSP 495 Senior Capstone Portfolio
0, 1-S
Consists of a presentation of 2 video recordings of the student leading worship, one from WSP 310 and one from WSP 410, and an adjudicated live service in Chapel, designed and facilitated by the student, and attended by three faculty from the School of Music who will provide commentary and a grade.

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.

Ellen F. Donley Deanship in Education and Behavioral Science

The Ellen F. Donley Deanship in Education and Behavioral Science was created in 2024 by anonymous donors to honor the life and legacy of Ellen F. Donley. Miss Donley (1917-1964), a Houghton alumna from the Class of 1938, was one of four sisters whose parents had an unusual interest in providing opportunities for spiritual and educational growth. They provided persistent guidance and sacrificial support so that each daughter could attend and graduate from Houghton College (now University). In the words of the donor, "Ellen's life was an example of a well-rounded life of Christian love, faith, discipline, and commitment to education and serves as an example of the impact that can be made while at Houghton and in the many schools where educators touch lives." The Dean leads the Department of Education and Behavioral Science, teaches courses and pursues scholarship. This appointment carries with it funding for the faculty member's salary and benefits and additional resources for professional development at amounts determined by the President and the Provost.

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.

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.

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 Gorden Chair in Communication and Writing

The Van Gorden 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 University. 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.

Adedoyin Adenuga (2016)
Electronic Resources Librarian: Non-Teaching Faculty
BS, Obafemi Awolowo University, 1994; MLIS, University of British Columbia, 2013

Brandon Bate (2014)
Associate Professor of Mathematics
BS, Houghton College, 2004; MA, Boston College, 2007; PhD, Rutgers University, 2013

Suzanne Beardsley (2020, part-time)
Assistant Professor of Criminal Justice
BA, Houghton College, 1994; MA, John Jay College of Criminal Justice, 1999

Julia Bensley (2026)
Assistant Professor of Education
BA, Anderson University, 1996; MS, University of Albany, 2017

Greg Bish (2020)
Vice President for Institutional Effectiveness; Chief of Staff, Office of the President
BA, Houghton College, 1995; MS, Alfred University, 1997; PhD, Azusa Pacific University, 2017

Daniel David Black (2017)
Associate Professor of Vocal Music & Conducting
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

Mark Borchert (2021)
Professor of Business and Communication; Dean of Management and Creative Arts
BA, Carson-Newman College, 1986; MA, Southern Baptist Theological Seminary, 1990; MA, University of Texas at Austin, 1990; PhD, University of Colorado at Boulder, 1998

Kathleen Breitigan (2019)
Dean of Students; Non-Teaching Faculty

BS, Houghton College, 2009; MA, Taylor University, 2011; ThD, Evangelical Theological Seminary, 2022

David A. Brubaker (2006)
Physician & Director of Health Services
BS, Houghton College, 1990; MD, SUNY Health Science Center, 1994

William Burrichter (2016)
Vice President for Student Life; Executive Director of the Center for Student Success; Associate Professor of Psychology
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 (2014)
Associate Professor of Music History; Dean of the Greatbatch School of Music
BMus, MM, Houghton College, 2005, 2007; MA, PhD, University at Buffalo, 2011, 2020

Martin J. Coates (2007, 2024, part-time)
Consultant, Education Department
BS, MA, State University of New York at Brockport, 1993, 2004

Judy Congdon (2016, part-time)
Professor of Organ
BMus, Wheaton College, 1975; MM, University of Colorado, 1977; MA, DMA, Eastman School of Music, 1990; DWS, Robert E. Webber Institute for Worship Studies, 2013

Ryann Cooley (2013); Mabel Barnum Davidson Distinguished Professor in Fine Arts
Professor of Digital Media & Photography
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 Supervisor of the Writing Center
BA, Nazareth College, 1987; MA, PhD, Miami University of Ohio, 1989, 1996

Natasha Davis (2026)
Interim Associate Provost/Title IX and Title VI Coordinator
BA, University of North Carolina at Charlotte, 1997; MFA, Shenandoah University, 2007; EdD, University of Kentucky, 2021

Marcus W. Dean (2003)

Professor of Intercultural Studies; Director of Off-Campus Studies
BA, Indiana Wesleyan University, 1981; MDiv, ThM, Asbury Seminary, 1987, 1988; PhD, Trinity Seminary, 2001

Kevin Dibble (2022)
Assistant Professor of Music; Associate Director of Choral Activities; Associate Director of the Greatbatch School of Music
BMus, MM, Houghton College, 2011, 2013; DMA, The University of Iowa, 2021

Christian Esh (2018)
Professor of History
BA, Houghton College, 1998; MA, PhD, University of Maryland, 2001, 2006

Douglas M. Gaerte (1988)
Professor of Communication
BS, Grace College, 1983; MA, PhD, Indiana University, 1987, 1995

Jonathan Gates (2020)
Professor of English
BA, Houghton College, 1985; MA, Miami University, 1987; MPhil, PhD, Drew University, 1997, 1999

Gregory Gidman (2024)
Assistant Professor of Sport, Recreation, & Wellness Management
BS, Houghton College, 1987; MA, University of Victoria, 1991

Daniel Hammers (2023)
Assistant Professor of Biology
BS, Houghton College, 2017; PhD, University of Notre Dame, 2022

Aaron Harrison (2018)
Associate Professor of Art
BA, Houghton College, 2001; MFA, Marywood University, 2006

D. Brandon Hoffman (2006)
Professor of Physics
BS, Northwest Nazarene University, 2000; PhD, University of California, Davis, 2007

David M. Huth (2006)
Professor of Visual Communication and Media Arts
BA, Houghton College, 1991; MFA, Rochester Institute of Technology, 2005

Sharon L. Johnson (2004)
Professor of Piano; Coordinator of Collaborative Piano; David and Allene Horne-Blanchard Endowed Chair
BMus, MM, University of North Carolina, Greensboro, 1983, 1985; DMA, University of Minnesota, 2008

Jill E. Jordan (2009)
Associate Professor of Mathematics; Dean of Natural Sciences & Mathematics
BA, Houghton College, 1999; MA, PhD, Bryn Mawr College, 2002, 2005

J. Michael Jordan (2009)
Associate Professor of Religion
BA, Houghton College, 1999; MDiv, Eastern Baptist Theological Seminary, 2002; PhD, Drew University, 2009

Kevin L. C. Kettinger (2016)
Registrar; Non-Teaching Faculty
BA, Asbury University, 1995; MS, Roberts Wesleyan College, 2002

Hannah Kim (2019)
Assistant Professor of Psychology
BS, MA, Yonsei University, 1992, 1997; MPhil, PhD, The Graduate Center CUNY, 2013, 2017

Soo Yeon Kim (2025)
Assistant Professor of Violin
BM, MM, Julliard School, 2012, 2014; DMA, Eastman School of Music, 2020

Eli J. Knapp (2009)
Professor of Ecology
BS, Houghton College, 2000; MS, University of California-Santa Barbara, 2003; PhD, Colorado State University, 2009

Sam Kocheri Clement (2024)
Assistant Professor of History
BA, Cochin College, 2012; MA, St. Aloysius Autonomous College, 2015; PhD, University of Birmingham, 2021

Katrina Koehler (2021)
Assistant Professor of Physics
BS, Houghton College, 2011; MA, PhD, Western Michigan University, Kalamazoo, 2014, 2019

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)
Professor of English
BA, Calvin College, 1996; MA, University of Chicago, 1997; MA, PhD, University of Illinois, Urbana Champaign, 1998, 2005

Carrie Magin (2014, part-time; 2015)
Associate Professor of Composition and Theory
BA, BMA, University of Michigan, 2004; MMus, DMA, University of Cincinnati Conservatory of Music, 2011, 2013

Paul Martino (2016)
Professor of Chemistry
BS, Shepherd University, 1986; PhD, University of Virginia, 1991

Sara Massey (2018)

Associate Professor of Music Education
BS, Baylor University, 1979; MM, PhD, University of North Carolina at Greensboro, 2010, 2016

Elianna McHenry (2020)
Assistant Professor of Accounting; Assistant MBA Director
BS, MBA, Houghton College, 2018, 2020

Peter C. Meilaender (2001)
Professor of Political Science; Dean of Religion, Humanities, and Global Studies; Director of Humanities
BA, Kenyon College, 1993; MA, PhD, University of Notre Dame, 1997, 1999

Emily Meloon (2026)
Assistant Professor of Education
BA, Houghton College, 2003; MS, Simmons University, 2007; PhD, St. John's University, 2026

J. L. Miller (2020)
Chair of Religion; Director of Emmanuel Scholars, Spiritual Life Ministry Resources
BA, Geneva College, 2001; MA, Asbury Theological Seminary, 2005; DMin, Tyndale Seminary, 2020

Sharon Mulligan (1990)
Associate Director of Academic Support and Accessibility Services
BS, Houghton College, 1992; MS, St. Bonaventure University, 1999

Madison T. Murphy (2014)
Assistant Professor of Media Arts and Visual Communication; Van Gorden Chair in Communication and Writing
BA, Houghton College, 2011; MFA, Savannah College of Art and Design, 2016

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

Luke Ogden (2016)
Adjunct Instructor of Voice
BMus, Houghton College, 2014; MM, Pennsylvania State University, 2016

Jared T. Pemberton (2024)
Assistant Professor of Finance
BS, Houghton College, 2022; MBA, St. Bonaventure University, 2023

William Perrine (2025)
Director of Instrumental Activities
BA, Transylvania University, 1997; MMus, University of Nebraska-Lincoln, 2004; PhD, Indiana University, 2015

Jamie L. Potter (2008)
Professor of Biology; Director of Pre-Health Professions; Alan & Florence Johnson Distinguished Chair in Health Sciences

BS, Olivet Nazarene University, 1999; MS, University of Wisconsin-Madison, 2002; PhD, Southern Illinois University, 2008

Ransom Poythress (2014)
Associate Professor of Biology; Moreland Chair in 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)
Associate Professor of Voice
BMus, Houghton College, 2005; MA, Montclair State University, 2010; DMA, University of Arizona, 2014

John M. Rhett (1995)
Professor of Art
BFA, MFA, Virginia Commonwealth University, 1979, 1995

Larissa Ries (2014)
Director of the Equestrian Program, Assistant Professor Recreation: Equestrian Studies
BS, Houghton College, 2008; MEd., William Woods University, 2016

John M. Rowley (2008)
Professor of Chemistry; Director of General Education
BS, Houghton College, 2003; MS, PhD, Cornell University, 2005, 2008

Jesse Sharpe (2019)
Associate Professor of English
BA, Simpson College, 2004; MS, Drexel University, 2007; PhD, University of St. Andrews, 2012

Babafemi Sorinolu (2023)
Assistant Professor of Computer Science
BS, Bowen University, 2015; MS, University of Ibadan, 2019; MS, Stevens Institute of Technology, 2023

David Stevick (2008)
Director of Library and Information Resources; Associate Professor Equivalent
BA, Houghton College, 1991; MSLS, Clarion University of Pennsylvania, 2002

Karen E. Torraca (2007)
Professor of Chemistry
BS, Houghton College, 1993; PhD, University of Florida, 1999

Michele Vanasse (2025)
Associate Professor of Education; Ellen F. Donley Dean of Education & Behavioral Science
BA, Trinity Bible College, 1993; MSEd., Montana State University–Northern, 2001; PhD, University of Massachusetts – Amherst, 2024

Andrew Walton (2022)
Associate Professor of Old Testament
BA, Houghton College, 2006; MA, Gordon-Conwell Theological Seminary, 2010; PhD, Harvard University, 2019

Matthew Webb (2018)
Director of Athletics
BA, Bethel University, 1991; MS, Alfred University, 1994; PhD, Regent University, 2008

Craig Whitmore (2022)
Assistant Professor of Education
BS, MS, California State University, Bakersfield, 1994, 2005; EdD, Grand Canyon University, 2024

Alex Wright (2021)
Assistant Professor of Management and Business Administration; MBA Director; Hoselton Chair of Private Enterprise & Ethics
BS, Houghton College, 2007; MDiv, Asbury Theological Seminary, 2013; PhD, Regent University (School of Business & Leadership), 2018

Timothy Xeriland (2025)
Assistant Professor of Psychology
BA, University of Connecticut, 1994; MS, University of Texas at Dallas, 1998; PhD, Michigan State University, 2018

Rebekah B. Johnson Yates (2009)
Professor of Mathematics
BS, Wheaton College, 2003; MA, PhD, University of Montana, 2006, 2009

Alison Young Reusser (2019)
Associate Professor of Psychology; Robert I. Davidson Distinguished Professor in History and Social Science
BA, Houghton College, 2007; MA, PhD, Ohio State University, 2010, 2014

Mark E. Yuly (2000)
Professor of Physics
BS, Northwest Nazarene College, 1987; PhD, Massachusetts Institute of Technology, 1993

Joshua R. Ziefle (2026)
Provost
BA, Houghton College, 2002; MDiv, PhD, Princeton Theological University, 2005, 2011

Emeriti Faculty

A. Cameron Airhart (1987–2019)
Professor of History
BA, Northwest Nazarene College, 1976; MA, PhD, University of California (Santa Barbara), 1979, 1985

Richard J. Alderman (1971–1991)
Director of Admissions and Records
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
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
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

Robert A. Black (1991–2019)
Professor of Economics
BA, West Virginia Wesleyan College, 1972; MA, PhD, West Virginia University, 1979, 1984

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

Robert F. Danner (1981–2006)
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)
Professor of History
AB, Calvin College, 1969; MA, PhD, Kent State University, 1974, 1978

Richard K. Eckley (1990–2019)
Professor of Theology
BS, United Wesleyan College, 1980; MDiv, Asbury Theological Seminary, 1983; ThM, Princeton Theological Seminary, 1985; PhD, Duquesne University, 1998

Constance R. Finney (1981–1986; 1986–2019, part-time)
Professor of Education
BA, Houghton College, 1978; MS, SUNY College at Buffalo, 1981; EdD, SUNY at Buffalo, 1994

Carlton D. Fisher (1985; 2017–2018, part-time)
Professor of Philosophy
BA, Marion College, 1974; MA, Western Kentucky University, 1978; MA, PhD, University of Notre Dame, 1980, 1984

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
BA, Houghton College, 1971; MBA, University of Akron, 1976

Susan M. Hice (1993–2011)
Associate Professor of Education
BA, Kalamazoo College, 1965; MS, 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

Harold E. Kingdon (1967–2006)
Professor of Christian Ministries
BA, Houghton College, 1957; MDiv, ThM, Asbury Theological Seminary, 1966, 1967; DMin, Bethel Seminary, 1978

Kristina LaCelle-Peterson (2001–2026)
Professor of Religion
BA, Houghton College, 1982; MDiv, Gordon-Conwell Theological Seminary, 1987; MPhil, PhD, Drew University, 1992, 2001

Michael D. Lastoria (1982; 2015–2017, 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

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 (1999–2017)
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
BA, ThB, Eastern Nazarene College, 1949, 1950; MA, Boston University, 1952

Shirley A. Mullen (2006–2021)
President; Professor of History
BA, Houghton College, 1976; MA, University of Toronto, 1977; PhD, University of Minnesota, 1985; PhD, University of Wales, 2000

Theodore J. Murphy (1986–2025)
Professor of Art
BA, Mount Vernon Nazarene College, 1980; MFA, Ohio State University, 1983

Ronald J. Oakerson (1992; 2013–2018, part-time)
Professor of Political Science
BA, Taylor University, 1966; MA, PhD, Indiana University, 1973, 1978

Terence P. Paige (1994–2023)
Professor of New Testament
BA, Seattle Pacific University, 1982; MCS, MDiv, Regent College, 1986; PhD, University of Sheffield, 1994

Frederic C. Parker (1976–1998)
Associate Professor of Mathematics
BS, MS, Columbia University, 1954, 1955; MS, University of Notre Dame, 1964

Meic Pearse (2004–2020)
Professor of History
BA, University of Wales, 1978; DMS, Polytechnic of Wales, 1981; MPhil, DPhil, Oxford University, 1989, 1992

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

Jean-Louis Roederer (1966–1972; 1976–2015)
Associate Professor of French and Spanish
BA, Houghton College, 1964; MA, Middlebury College, 1970

Roger J. Rozendal (1972–2006)
Associate Professor of Communication
BA, Northwestern College, 1965; MA, Oklahoma State University, 1969

Frederick Shannon (1958–1993)
Professor of Chemistry
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)
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

Cynthia S. Symons (1994–2019)
Professor of Psychology
BA, Utica College, 1986; MS, PhD, Syracuse University, 1990, 1992

John F. Van Wicklin (1983–2018)
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
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

James M. Wolfe (1988–2020)
Professor of Biology
BA, Gordon College, 1975; MS, University of Oklahoma, 1978; PhD, University of Rhode Island, 1988

Stephen A. Woolsey (1999–2018)
Professor of English
BA, Houghton College, 1973; MA, SUNY Binghamton, 1976; PhD, Drew University, 1988

Jo-Anne O. Young (1985–2017)

Assistant Professor of Recreation: Equestrian Studies; Equestrian Program Director Emerita
BS, Houghton College, 1969; MA, Salem International University, 2005

Paul D. Young (1980–2025)
Professor of Psychology
BS, Houghton College, 1976; MA, PhD, University of Alberta, 1978, 1984

James A. Zoller (1984–2018)
Professor of Writing and Literature
BA, University of New Hampshire, 1971; MA, San Francisco State University, 1973; DA, SUNY at Albany, 1984