



# COURSE CATALOG

*2024-2025 Academic Year*



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# A Word from the President



## **Power. Love. Discipline.**

Welcome to the 2024-2025 academic year! I want to echo what I shared at the 2024 commencement to open this year. You have been entrusted with the choice of embracing this world as a crucible of holiness. It will not always be easy, but character-building opportunities await you. Yet fear not! For God has not given us a spirit of cowardice but of power and of love and of discipline.

Power, love, and discipline: those three sacred words solemnly command what you should be, what you can be, and what you need to be. They reveal your potential, guide your passion, and fortify your persistence. They are your anchor to build courage when courage seems to fail, to regain faith when there seems to be little cause for faith, and to create hope when hope seems lost.

I pray that these three words will be forever burned into your memory as you repeat them after each Tea-Time Pearl and beyond. For God has not given us a spirit of cowardice ... ἀλλὰ δυνάμεως καὶ ἀγάπης καὶ σωφροτισμοῦ.

Yours for Christ,

*Zack Johnson and Family*

*(Crystal, Leif, Judah, and Baby #3 coming this fall)*



# General Information

## Our Purpose

The modern higher education system is broken. Modern education is hostile to faith, too expensive, and academically weak. We need nothing short of a revolution. Sattler College was founded upon the biblical vision of Christian discipleship that addresses the mind, soul, and heart. Our mission is to provide an education that instructs the mind, discipleship that shapes the soul, and inspiration that inflames the heart. Our goal is to enable graduates to heartily say, “For God has not given us a spirit of timidity, but of power, love, and a sound mind” (2 Timothy 1:7). Our primary distinctives are encapsulated by the three "C's":

## Sattler College Distinctives: (“The Three "C's"”)

### **Core**

At Sattler College we believe in implementing a rigorous and well-defined, college-wide curriculum. Our faculty and Board are trained at institutions like Harvard, Yale, Stanford, MIT, and Caltech. This curriculum encompasses the best of Christian education in the classical tradition. In addition to expository writing, history, biology, mathematics, and economics, students are required to take courses in the Old Testament, New Testament, apologetics, biblical Greek, biblical Hebrew, and church history. Our goal is to produce well-rounded students who can rightly handle the word of truth (2 Timothy 2:15). In addition to our core, we

offer five majors: Human Biology, Business, Computer Science, History, and Biblical and Religious Studies that build upon our core curriculum into specific areas of deeper study.

### **Christian Discipleship**

A majority of students stop involvement in the church or even lose their faith during college. In addition, negative behaviors such as pornography, drug use, sexual promiscuity, and cheating typically increase during a student's college years. Much of this is simply the outworking of Jesus' teaching, "Everyone who is fully trained will be like his teacher" (Luke 6:40). With only the smallest minority of typical college faculty who believe in the inspiration and infallibility of the Scriptures, students naturally adopt these views and their faith suffers or is destroyed. In contrast, we believe that college is actually an opportunity to grow in their faith through wise study, mentoring, and discipleship. Our goal is to train the next generation of students to be the City on a Hill that Jesus commands (Matthew 5:14).

### **Cost**

We are committed to making education affordable and accessible. Our original tuition was significantly less than most private colleges, and we now offer an entrustment model for financing the college's costs, with no tuition required.

## **Founding Precepts**

Sattler College provides an education that is grounded in the historic Christian faith. This encompasses the traditional beliefs of the church with respect to doctrine and practice. While the College has no specific denominational affiliation, the beliefs upon which it is established correspond most closely with the persecuted, suffering churches of history, such as the ante-Nicene church, the Waldensians, the Wycliffites, and the Anabaptists.

### **With respect to doctrine**

The College affirms the traditional tenets of the Christian faith including the Trinity, Jesus' bodily resurrection, salvation through Christ, the infallible nature of the Scriptures, and the final judgment (Matthew 28:19; John 11:25; 20:24-21:14; Acts 4:12; Romans 10:9; 1 Corinthians 15; 2 Corinthians 5:10; Hebrews 9:27; 2 Timothy 3:16). Thus the College affirms agreement with the historic creeds of the church such as the Apostles' Creed and the Nicene Creed.

### **With respect to practice:**

1. The College affirms that love and obedience to Jesus' commands are the true hallmarks of the Christian faith (Matthew 7:15-20; Luke 6:46; John 13:34-35; 1 John 2:3). The College affirms that obedience to Christ is organically and necessarily connected to faith in Christ (John 14:15, 14:23, 15:10; James 1:22-25; Romans 6:17).
2. The College reads the Scriptures in a Christocentric fashion, placing stress on Jesus' teachings and example, most notably the Sermon on the Mount (Matthew 5-7) and his death on the cross. With respect to the Sermon on the Mount, the College affirms Jesus' positive injunctions to guard our hearts (Matthew 5:3-30) and love our enemies. The College affirms His prohibition of oaths (Matthew 5:33-37) and His prohibition against accumulating treasures on earth (Matthew 6:19-21).
3. The College affirms Jesus' commands of Christian peacemaking and nonresistance (Matthew 5:33-48), which includes the teaching that Christians are not permitted to kill or serve in war. Instead the Christian mandate to love our enemies without prejudice,

to pray for the safety of all people (1 Timothy 2:1-4), and sacrificially serve those afflicted by war and injustice.

4. The College affirms that the church is intended to be an intentional body of those who follow Jesus, not a mixed group containing those who disbelieve or reject Jesus' teachings (Matthew 18:15-18; 1 Corinthians 5; Ephesians 5:11). The College also affirms that the church must remain free from the influence of the state.
5. The College affirms that baptism is only for those who repent and believe; this naturally implies a rejection of infant baptism (Matthew 28:19-20; Mark: 16:16; Acts 2:38, 22:16; 1 Peter 3:21; Colossians 2:12).
6. The College affirms that remarriage after divorce is biblically prohibited while the former spouse lives (Matthew 5:31-32; Mark 10:11-12; Luke 16:18; Romans 7:2-3).
7. The College affirms separation from the world in matters that Scripture commands such as worldview, dress, and entertainment (Psalm 101:3; Romans 12:1-2; 1 Corinthians 11:1-16; 2 Corinthians 6:14-18; Philippians 4:8; 1 Timothy 2:8-10).
8. The College recognizes the historic pattern of: a) drift of Christian institutions and churches away from the simplicity of Scripture; and b) the tendency to marginalize demanding teachings as if they were culturally transient. Because Sattler College seeks to uphold the faith that was once and for all delivered to the saints (Jude 3), the College is committed to learning from history in order to uphold and practice the original, apostolic faith.

## Accreditation

The Massachusetts Department of Higher Education granted Sattler College the authority to award the bachelor's degree in December 2016.

Sattler College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), having been awarded Accredited Status as a Category II institution by the TRACS Accreditation Commission on October 26, 2021. This status is effective for a period of five years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Questions about the college's Accredited Status may be directed to the Transnational Association of Christian Colleges and Schools (TRACS), 15935 Forest Road, Forest, VA 24551; Telephone: 434-525-9539; Email: [info@tracs.org](mailto:info@tracs.org).

Sattler College also holds applicant status with the Association for Biblical Higher Education (ABHE) Commission on Accreditation (5850 T. G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808). Applicant status is a pre-membership status granted to those institutions that meet the ABHE Conditions of Eligibility and that possess such qualities as may provide a basis for achieving candidate status within five years.

# Directory

**For information on:**

**Contact:**

General Information and Admission .....	Director of Admissions
Fees, Expenses, Methods of Payment .....	Senior Accountant
Registration, Changes, and Other Scholastic Matters .....	Registrar
Learning Management System (Populi).....	Director of IT
Employment	
Faculty .....	Chief Academic Officer
Staff .....	Chief Information and Operation Officer
Student.....	Director of Student Services / Senior Accountant
Gifts, Bequests and Scholarship Donations .....	Senior Accountant
Outreach Ministries .....	Director of Student Life
Visiting Students Activities & Accommodation Reservations .....	Director of Admissions



# Student Life

## Discipleship Program

### *Program Overview*

Sattler College desires to produce graduates that are well-rounded, spiritually mature men and women. In order to achieve this important goal, we believe we must create opportunities in which the knowledge gained in the classroom environment can be applied in their respective lives and professional settings. Practical applications and spiritual formation require personal relationships and real-life experience. This kind of growth and training cannot take place solely in the classroom, which is the impetus for the College to implement a mentoring program.

Sattler College defines discipleship as “a dynamic process that takes place within loving, uplifting relationships over a period of time for the purpose of bringing students to spiritual maturity in Christ.” The distinguishing mark of these relationships is character development, an essential attribute to student development. The College has identified the progress of Christian character as being encapsulated in the fruit of the Spirit, written in Paul’s letter to the Galatians: “But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.”

### *Journey Groups*

Students are expected to meet once per week with an assigned mentor in Journey Groups. These meetings ordinarily last approximately one and a half hours and are intended to be open times to discuss progress, challenges, and opportunities for character development. Students work with faculty or staff to develop sessions that are most beneficial. In recognition of the time commitment, students with satisfactory attendance are awarded one credit per semester, which appears on students’ transcripts as a Pass/Fail course. Apart from students’ attendance record, Journey Group sessions are treated as strictly confidential (within state and federal statutes) and have no influence on any other course’s grades. Each year a new faculty member or mentor is to be assigned to the student by the President.

## Standards of Conduct

Students at Sattler College are expected to be responsible citizens of the academic community and of the larger communities in which we participate. We practice the Christian teaching, “So whatever you wish that others would do to you, do also to them” (Matthew 7:12). Students are expected to comply with all College policies, including a commitment to the highest standards of honesty and personal integrity both inside and outside the classroom. We are personally accountable for our actions. The policies of the College are designed to ensure a healthy environment in which students can reasonably pursue an education. Some of the practices that collectively make up the Standards of Conduct include:

- Ethical behavior, including academic honesty and integrity; an understanding and commitment to the requirements of legitimate academic work and responsible use of College resources, including information technology resources.
- Respecting intellectual property rights, including the appropriate use of copyrighted materials.
- Respecting the privacy of others.
- Respecting the safety of community members by avoiding behavior that harms, endangers, or intimidates others.
- Respecting the property of Sattler College and of community members.

- Respecting and abiding by all city and state ordinances and state and federal laws and regulations, as well as those that are specific to Sattler College.
- Exhibiting respectful and courteous behavior to College administrators, faculty, staff and classmates.
- Respecting and adhering to the policies of any community in which there is any participation in any College-related work or recreation, both on and off the campus.

See the *Student Handbook* for the full Standards of Conduct

## Student Activities and Organizations

### *Local Church Attendance*

Sattler College desires that all its students become faithful members of a church that upholds the Founding Precepts of the College.

Faithful attendance at a local church is important for spiritual health, discipleship, training, and real-life experience. It provides the student with a foundation on which further ministry and service can be built. Developing a pattern of absencing oneself from the local church leads to spiritual apathy (Hebrews 3:13; 10:23- 25; I Peter 2:1-2).

For these reasons, regular attendance at a local church is expected of all students. In addition, students should seek to serve and involve themselves in the life of their local church.

### *Outreach Ministries*

Outreach Ministries provide students opportunities to engage people in diverse settings while participating in relationship building through activities and evangelism. Students with a specific interest are encouraged to contact the Director of Student Services.

### *Overseas Summer Study Tours*

The College will offer semester-long study-abroad programs and occasional overseas study tours designed to help students form habits of analyzing the social dynamics and ecologies of places that are foreign to them; gain a vision of the multifaceted work of the church in a culture other than their own; and come to think of themselves as stewards of God's creation.

### *Sattler Talks*

The College exposes students to cutting-edge ideas and public issues of great importance in order to prepare them to navigate these issues in the real world to make the greatest impact for Jesus' kingdom. To accomplish this, Sattler will from time to time engage outside speakers – experts and thought leaders in their respective fields – to engage in dialogue with students. The College understands that those with the greatest knowledge or expertise in a subject may not share our faith commitments but can still offer valuable perspectives that can benefit our students. Should a speaker ever espouse views or opinions in direct contradiction to our stated Founding Precepts, the College would address this with students in an appropriate venue.

### *Student Retreats*

Retreats are offered during the academic year. Typically, retreats take place during the day, but Sattler also occasionally offers overnight retreats, as well. Retreats give students a chance to relax, pray, worship, hear speakers, and discuss their faith. Retreats are organized and facilitated primarily by the Dean of Students' office. Most often retreats are free for students, and transportation is provided.

### *Tea Time*

Every class day, students, faculty, and staff take a half hour break from study and work to sing together and hear a “Pearl” of wisdom from a faculty member, staff member, or student.

### *Student Associations and Forums*

Sattler students engage in multiple interests. Student organizations on campus enrich the social, cultural and educational experiences of students, influence the larger college community, and enhance the overall effectiveness of Sattler’s programs. The Director of Student Services will guide the development, creation, and oversight of various student associations, forums, and groups.

### *Major Area Associations*

Major area associations are organizations designed to give students an opportunity to help interpret the broader educational implications in a given field of study and to gain professional perspectives.

## **Student Support Programs and Services**

### *Academic Success Center (ASC)*

The Academic Success Center (ASC) provides a variety of resources to help students improve their study skills and maximize their education. At the ASC, students of all classifications can connect with study groups for specific classes, find tutors, and improve their writing skills. From educational technology, to a quiet study zone, to academic accommodations for those with documented learning disabilities, the ASC helps students build academic confidence and ultimately excel in college. Upperclassmen can minister to their fellow students by applying to be tutors and leading study groups.

### *Advising Services*

Advising is a comprehensive program facilitated by college personnel who share responsibility with advisees for student success. The advising relationship is an ongoing process involving open communication in an atmosphere of mutual respect. Each program coordinator will serve as an academic advisor to students. Each student will be assigned an academic advisor.

### **Purpose**

Advisors facilitate the academic and personal development of students, enhance their academic performance, and ensure students’ progress toward graduation by assisting them in achieving the following objectives:

- Choosing, clarifying, planning and achieving educational and career goals;
- Identifying academic skills that need to be acquired or enhanced to achieve educational goals;
- Understanding and following the College’s policies and procedures leading to graduation;
- Completing and processing appropriate forms necessary to maintain ongoing academic progress; and
- Accessing information and guidance regarding post-baccalaureate studies.

### **Timing**

Students should seek and obtain academic advising on a regular basis throughout their academic careers. Minimally, advising revolves around the following five key points:

- When the student enters the College, either as a first-year or transfer student,
- When the student enters the major or minor,
- When the student experiences academic difficulty, including probation,
- When the student chooses courses for a new semester and formulates a senior capstone project, and
- As the student prepares to graduate and move beyond his or her studies at Sattler.

### Student Responsibilities

- Knowing and completing all degree requirements.
- Attending new student orientation program prior to the first semester of attendance.
- Declaring a major in a timely manner.
- Seeking academic advising at the five key points above.

### Disability Support Services

Within the bounds of its resources, Sattler provides reasonable accommodations to allow all students accepted into a program of study equal opportunity to effectively reach their academic and personal goals. Requests for academic accommodations will be processed on an individual basis through the Academic Success Center (ASC). The ASC provides a personalized support system to students with documented learning disabilities by establishing reasonable academic accommodations and offering individualized academic assistance. To receive assistance from the ASC, students with learning disabilities must provide a current evaluation report from a qualified examiner. Students with physical disabilities or hearing or visual impairment must provide official documentation from an appropriate medical physician documenting the disability and its effects on academic achievement. An individualized accommodations plan will be created and implemented for every student qualifying for this service.

Residence hall students and applicants are encouraged to contact the ASC with any specific housing accommodation requests on an individual basis. See *Housing Accommodations* in the Student Handbook for additional information

### Dining Services

Sattler desires to make it easy for students to connect at mealtimes to build personal relationships and comradery. Students living in the dorm have access to breakfast and dinner through the International Guest House dining services.

#### **Breakfast:**

Monday – Friday: 7:00 to 9:30 AM  
Holidays and Weekend: 9:30 AM to Noon

#### **Dinner:**

Daily at 5:30PM

On campus, Sattler makes space and amenities available for students to store and prepare their own lunches.

### Health Care

If non-emergency care is needed, students should make an appointment with the physician of their choice. Boston is home to several world-class health care institutions and many doctors.

Students may also obtain healthcare at a local urgent care center or may go to an emergency room. A directory of Hospitals and Emergency Rooms may be found in the Student Handbook.

Many insurance companies provide a phone number to receive non-emergency health advice from experienced professionals 24/7. Parents and students should check with their health insurer about available programs.

#### *Learning Management System*

Sattler uses Populi, a cloud-based Student Information System (SIS) and Learning Management System (LMS). Populi provides capabilities for registering students in courses, documenting grading, generating transcripts, building student schedules, tracking student attendance, and managing many other student-related data needs. Populi is also used for student billing, financial aid tracking, student admissions, and donor relationship management.

#### *Library*

The library's primary objective is to provide the necessary resources and services to support the College's educational mission. Library staff implements the objectives of the College by making books and other relative resources available to supplement and enrich the curriculum, to provide for independent study and research, and to encourage a lifelong habit of reading for cultural enrichment and personal growth. The Library is a pillar in the life of successful students.

#### *New Student Orientation*

All freshmen and transfer students must attend New Student Orientation. Readmitted students may also be also required to attend some sessions. New Student Orientation is an on-campus event held at the beginning of the year. New and transfer students are acquainted with the College and the opportunities it provides. Orientation is also a time to answer questions about being a student, accomplish some of the preliminary academic tasks, and become familiar with the College's policies and procedures, information technology, library and other academic services.

#### *New Student Retreat*

The New Student Retreat is an off-campus event held the week prior to the beginning of classes in the fall semester. The retreat provides an opportunity for students to become more acquainted with the College community, the discipleship program, what students can expect while attending the College, as well as many other aspects of the Sattler College experience. Students will attend general sessions that are intended to help in the student's successful transition from high school or work to college. Students will be introduced to the College faculty and staff at this time, as well.

#### *Printing Services*

Sattler College is committed to providing affordable printing to all students. Each student is provided with a reasonable quota and overages are priced at or near cost. During the annual student IT orientation, each student will be informed of the printing quota and overage pricing for that year.

#### Printing, Copying, and Scanning Guidelines

- Respect the time of other students, faculty, and staff while printing or copying.
- During peak times avoid large print/copying jobs.

- Do not open the printer for jams, please contact IT support.
- Do not remove toner, please contact IT support.
- Do not remove or load paper, please contact the Front Desk or IT support.
- Do not adjust, unplug, or remove any of the printer's components or reconfigure any permanent settings.
- When copying documents, you are responsible for following copyright laws.
- Avoid printing full copies of free PDF books.

### *Recreation*

The City of Boston affords Sattler students and employees numerous opportunities for recreation. The campus and Residence Hall are located near the Boston Common which has ample green space for games like ultimate frisbee and spike ball, as well as tennis courts. Additionally, the Residence Hall is located near the Wang YMCA in Chinatown that students may join.

### *Registrar*

The Registrar records and processes all academic records in accordance with the academic policies established by the Faculty Academic Committee. The Registrar provides services to both faculty and students for maintaining and distributing academic information.

### *Residence Hall*

Sattler College provides Residence Hall housing for students through a contractual arrangement with International Guest House on Beacon Street in Boston. For a complete description, please refer to ***Student Housing*** in the Student Handbook.

### *Safety*

Sattler College is located in the Saltonstall office building at 100 Cambridge Street in downtown Boston. The management of the building provides security personnel who maintain security for the campus; ensure the safety of all students, faculty and staff; coordinate with state and other local law enforcement agencies in case of emergencies; and enhance the security of the College and the other tenants of the building. These personnel make regular building patrols and maintain a reception desk at the front entrance to prevent unauthorized access to the premises.

Further, Sattler's campus on the 17th floor has restricted, card access to prevent unauthorized entry.

The Sattler College Clery Act Report can be obtained by contacting the Director of Operations or through the link on the Sattler College website at [www.sattlercollege.org](http://www.sattlercollege.org).

### *Student Employment*

The Senior Accountant manages student employment opportunities on campus and maintains lists of available jobs. Students participating in Student Employment must adhere to the Student Employment policies set forth in the Employee Policies. International students must follow particular rules to abide by federal regulations. International students must consult with the Director of Student Services to determine eligibility for student employment.

### *Student Health Insurance*

Massachusetts law requires that students enrolled in an institution of higher learning participate in a qualifying student health insurance program or in a health plan of comparable coverage. Students must provide documentation of health insurance prior to the commencement of class.

Sattler understands the complexities and challenges within the student body regarding health and counseling needs, especially those with special disabilities and those in need of continuing care. For this reason, Sattler College provides for health and counseling services, including accommodations for veterans, students with disabilities, and other special populations.

Additionally, veterans experiencing psycho-social distress have comprehensive options regarding counseling and treatment through the VA Boston Health Care System. More information can be found at:

[http://www.boston.va.gov/services/mental\\_health/mental\\_health\\_prrc.asp](http://www.boston.va.gov/services/mental_health/mental_health_prrc.asp)

Students enrolled in a comparable health insurance plan may be eligible to waive the Student Health Insurance Plan provided by Sattler College.

#### *Student Identification Card*

Sattler College issues students an identification card on the first day of the semester. Students are expected to carry the student identification card with them at all times when on the premises of Sattler College. Upon request of College officials, a student must present his or her Sattler College ID. Fraudulently obtaining, altering, or misusing a College-issued ID will lead to disciplinary measures.



## Admission

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The College welcomes inquiries from all interested applicants. College faculty and staff are readily available to consult with potential applicants. This openness to inquiries and willingness to consult is particularly important to the application process since Sattler not only accepts but welcomes the presentation of a wide array of evidence in an equally wide array of formats. A student applying to Sattler will not simply fill out an application, but will be asked to present material in forms that best reflect his or her experience.

Sattler College enrolls first-time students who present clear and compelling evidence of having completed an academically rigorous program of education at the secondary level, as well as transfer students with comparable secondary education who have demonstrated, through enrollment in an accredited college or university, that they are capable of succeeding as students in an academically rigorous college. All students enrolled in Sattler College must demonstrate their strong commitment to the fundamental values of Sattler as a Christian college.

## Notification of Nondiscrimination

Sattler College believes that Scripture's command to "love your neighbor as yourself" should govern all interpersonal interactions. Thus, the College vigorously rejects all forms of harassment and disrespect, especially to groups and individuals that have historically been vulnerable to discrimination. The College strives to foster a respectful, welcoming environment for all students, faculty, and staff. Moreover, Sattler College believes that diversity among its student body, faculty, and staff makes an invaluable contribution to a student's education.

Thus it is the policy of Sattler College—while reserving its lawful rights where appropriate to promote the historic Christian faith in accordance with its mission and founding precepts—to comply with state and federal laws prohibiting discrimination in admissions, employment, and in its educational programs on the basis of a person's race, color, national and ethnic origin, sex, religion, disability, age, marital or parental status, sexual orientation, genetic information or family medical history, or military status.

## Admission Criteria

### General Considerations

Sattler College seeks applications from students who meet the following criteria (while also encouraging those who may not have all the educational experiences and training listed below to still apply):

- are well-schooled in pre-college or college-level mathematics and life sciences;
- have a broad and deep knowledge of the history of the United States and the world;
- have an understanding of the lives of people in societies throughout the world (especially the less developed world) through the study of literature and culture;
- are able to communicate fluently and effectively in written and spoken English;
- have studied at least one other modern language and, preferably, at least one classical language, such as Latin, Greek or Hebrew;
- respect and are committed to learn from history the original, apostolic faith; and
- have demonstrated their ability to be both disciplined and self-directed in pursuing their academic goals.

The College encourages applicants to present a wide array of evidence to demonstrate both their academic preparation as well as their commitment to the values of the College. Applicants may present qualitative evidence of their academic accomplishments, including statements of the academic program they have followed or portfolios of work accomplished.

Sattler welcomes applications from students who have acquired their secondary education in a variety of settings, including traditional private and public high schools in the United States or in other countries, as well as students who have received their secondary education at home.

### Completion of Secondary Education

All applicants submit evidence that they have earned one or more of the following:

1. a high school diploma,
2. a General Education Development certificate from the American Council of Education or a state specific equivalency diploma test,
3. a home study certificate or transcript from a home study program that is equivalent to high school level (see more on home schooling below), or
4. the foreign equivalent of a U.S. high school diploma that meets standards established by the American Association of Collegiate Registrars and Admissions Officers.

### *Home School Requirements*

Home school applicants must submit an academic portfolio with the following items:

- Verification that the home study program has met the home-school requirements specified by the applicant's state of residence.

- Official homeschool transcripts sent by the applicant’s parent, guardian, or other primary instructor.
- If the student took classes offered by a college or university, official transcripts are required. Students are not permitted to send their own transcripts.

### **Standardized Test Scores**

Applicants must submit results of standardized tests such as the American College Test (ACT); the Scholastic Aptitude Test (SAT); SAT subject tests; or the Classic Learning Test (CLT). Applicants are urged to apply for and take one of these tests well in advance of the semester for which they seek admission. Sattler College only accepts scores from an exam taken within the last 5 years. The highest scores from one exam may be combined with the scores from another exam to give the student the best possible final composite score. If an applicant has already completed at least two semesters of undergraduate education (equivalent to 24 college credits), the applicant is not required to submit test scores but may be asked to do so to further demonstrate academic readiness.

### **Verification of Documentation**

Sattler College reserves the right to verify all documents submitted in an application for admission. Offers of admission are contingent upon receipt of official documentation. Any falsification of admission documents or portfolio materials constitutes grounds for termination of application procedures or dismissal.

## **Admissions Processes**

### **Application**

Students should apply online at [www.sattlercollege.org/apply](http://www.sattlercollege.org/apply).

### **Dates and Deadlines**

Students may choose to apply to Sattler College under one of three decision plans: Early Decision, Regular Decision, and Late Decision.

#### *Early Decision*

Early decision applications are “binding,” which means applicants commit to attend Sattler if accepted. This choice demonstrates a commitment to the mission of the College and increases the likelihood of being admitted. Sattler encourages prospective students who align with the College’s mission and are zealous to attend to submit an early application. The deadlines for early decision applications is November 15. Early decisions are generally made and communicated to applicants by mid-December. Qualifying applicants may be eligible for an early action scholarship.

#### *Regular Decision*

The regular deadline for the Fall semester is March 15. Decisions are generally made and communicated to applicants by the end of March. International applicants are encouraged to apply as early as possible to allow sufficient time for student visa applications to be processed before the following Fall semester.

### *Late Decision*

Applicants who miss the early and regular deadlines may still apply before the late application deadlines. The extended deadline for international students is April 1st. The final deadline for U.S. and Canadian students is June 15th.

### *Deposits*

Once admitted, students are required to submit a \$250 deposit before May 15th. Students who are unable to meet this deadline may submit their deposits no later than June 30th. The \$250 deposit will be applied to the student's first semester bill. This deposit is entirely refundable for students who withdraw their application. Students who defer their enrollment may transfer their deposits to the subsequent academic year.

## **Required Submissions**

Required personal materials must include all of the following:

- Two recommendations: The contact information of an academic reference and a character reference letter from a faith-based community leader. The Director of Admissions will contact the academic reference if additional information is needed regarding the applicant's academic skills and achievements. The character reference will receive an electronic recommendation form to evaluate the applicant's level of faith-based commitment. Recommendations may not come from friends or family members, except in the case of a parent or guardian who functioned as a teacher in a homeschool program.
- One Essay: Applicants are required to submit an essay of no more than 650 words. This essay can be one that an applicant has already written, one that responds to a specific prompt, or one of their own design.

## **Interview**

Students who have submitted applications that are determined by the College to be complete will participate in a pre-acceptance interview, one that can take place either in person in Boston or through video conferencing. These interviews will be scheduled through the Admissions Office and administered by a staff member of the same gender.

## **English Language Requirement**

For applicants whose transcripts show extensive study at an institution in which English is the primary language of instruction, no additional proof of English proficiency is required for admission evaluation. Any other applicant who wishes to be admitted must demonstrate their current level of proficiency by achieving the required minimum scores on one of the following tests.

- Test of English as a Foreign Language (TOEFL) iBT: 74+
- International English Language Testing System (IELTS): 6.5+ and a score of at least "high advanced" on the writing proficiency portion of the test
- Pearson Test of English Academic (PTE Academic): 50+
- Duolingo English Test: 110+

If the minimum composite score is not met, students will be encouraged to retake an English test exam, and if applicable, reapply for the following academic year.

# Admission of Transfer Students

Sattler College admits transfer students for both the fall and spring semesters. Transfer students must meet the eligibility requirements for admission consideration set forth in the Admission Criteria and must follow the Admission Processes above.

## Transfer Credit Policy

Because of Sattler College's unique academic and discipleship emphases, only a limited number of college credits earned at other institutions may be transferred into an incoming student's Sattler degree program, subject to the regulations below. Sattler grants credit for work done at another college or university on an individual basis after careful evaluation.

The regulations governing the transfer of credits earned in other institutions are as follows:

1. Sattler will consider credits earned through a college, university or other higher education institution for transfer, including collegiate-level online or distance-education courses. The accreditation status of the institution(s) offering the courses will be a factor in transfer credit decisions, but it will not be the sole or primary factor.
2. Sattler will also consider granting credits for college-level work done prior to the award of the student's high school diploma through collegiate dual-enrollment programs, as well as Advanced Placement (AP) and International Baccalaureate Diploma Programme (IB) courses.
  - a. Recognition of credit for AP and IB courses will depend on both internal (teacher-assigned course grade) and external (standardized examination) assessments:
  - b. A student receiving credit through AP must achieve a course grade of A-or higher and an examination score of 4 or 5.
  - c. A student receiving credit through IB must achieve a composite course and examination assessment of 5, 6 or 7.
3. Sattler will also consider granting credits for qualifying scores on examinations offered by the College Level Examination Program (CLEP), both before and after matriculation at the college.
  - a. A student receiving credit through CLEP must achieve an examination score scaled by the College Board as equivalent to a B-level college course grade or higher. Minimum scores accepted for individual examinations are posted by the College Board at the following webpage: <https://clep.collegeboard.org/for-colleges/clep-scores/granting-credit-for-scores/b-level-credit-recommendations>.
  - b. A request for credits based on a CLEP examination score achieved after matriculation will be granted only if the examination subject corresponds to a course not offered by the college during the academic terms in which the requesting student is enrolled.
  - c. A maximum of 15 credits may be earned through CLEP.
4. In cases where a student submits coursework from an institution that is unaccredited, a course-by-course evaluation is conducted by the Registrar based on recommendations of the faculty in the relevant academic program to ascertain if the coursework is at the collegiate level and is comparable to courses offered at Sattler.
5. International students with post-secondary study outside of the United States must submit a credential evaluation report from an organization that is a member of the National Association of Credential Evaluation Services (<https://www.naces.org/members>), such as the World Education Services ([www.wes.org/application](http://www.wes.org/application)). Those with prior university work must request a course-by-course evaluation and identify Sattler as the recipient of the completed report.
6. Only those credits which carry a grade of at least C or its equivalent at the undergraduate level may be transferred (no grade of C-, D, F or P). Transfer work is

not calculated into a student's cumulative undergraduate grade point average (GPA) at Sattler.

7. Credit for courses such as language is transferable only by placement test validation. This validation must be secured at the time of the student's initial semester registration in Sattler. Moreover, the student must place in the course at the next level for the transfer credit to be recognized.
8. Courses acceptable for transfer must be comparable to a course offered by Sattler. While a course need not be identical to a course offered at Sattler, it must be a course in line with the degree requirements defined in the Sattler Catalog. A student who has earned credit in a discipline in which Sattler does not offer courses may not expect to receive credit for such previous work. A limited number of such credits may be transferable as general electives.
9. All evaluations are made in terms of courses as they appear in the Sattler Catalog. Though the original course titles will be retained, the student's transfer record will show the course number as it appears in the Sattler Catalog. Transfer courses for which there exist no parallel courses at Sattler but which are acceptable for transfer will be assigned the proper departmental classification.
10. Transfer credit may not exceed 60 semester credits.
11. Only 12 transfer credits may apply to a student's major at Sattler.
12. Sattler does not accept college credits, AP and IB course grades, or examination scores earned more than 5 years before the transfer request.
13. A unit of credit at Sattler is a semester hour. Quarter hours are transposed into semester hours at the ratio of 3:2; that is, three quarter hours equals two semester hours. No fractional credits are recorded, and course credits of a fragmentary nature are disallowed.
14. Current students must receive prior approval from the Academic Dean to earn credits counting toward Sattler degree requirements by completing a course offered at another institution. If that external course is offered at Sattler, students will not receive approval unless enrollment in the course is necessary, in light of Sattler's institutional scheduling constraints, to make timely progress toward completion of their degree requirements.

### **Transfer Credit Procedures**

An applicant seeking to transfer credits to Sattler is responsible to ensure that transcripts of all previous college-level work are sent directly to Sattler from the institution. Transcripts are not accepted from students. Once accepted, Sattler will evaluate the student's transcripts for possible transfer credits. Transfer credits are accepted on a provisional basis; they do not become a part of the student's permanent record at Sattler until the student has successfully completed one semester of resident study leading toward a degree from Sattler.

Upon completion of the credit review process, students will be notified of the decision by the Registrar or Academic Dean. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the registrar, who will bring the matter to the attention of the Faculty Academic Committee. Within 10 business days of receipt of the appeal, the chair of the Faculty Academic Committee will notify the student of the Faculty Academic Committee's decision, which is final and unappealable.

The Sattler College core curriculum is required for all bachelor degree students. Any core course not taken by incoming transfer students or waived by the institution must be taken upon matriculation to Sattler College. Demonstration of competency in a subject may exempt a student from this requirement. An evaluation of each transfer student's written English is required prior to registration and may result in an additional course requirement.

### **Current Students Taking Courses at Other Institutions**

Any currently enrolled student in good standing who plans to earn credits at another institution with the intention of counting the work toward degree requirements at Sattler College must have the permission of the Academic Dean before enrolling in such courses. The student must petition for permission for approval through an “External Course Request” form on Populi at: <https://sattler.populiweb.com/router/forms/96/show>. Grades for credits earned at other institutions contribute toward students’ overall undergraduate grade point average. When this work is completed, the student should request a transcript to be mailed immediately to Sattler’s Registrar. Students who fail to observe the regulations may forfeit credit for the work.

## **Other Admission Categories**

### **Non-Degree Seeking Student**

Sattler College accepts a limited number of Non-Degree Seeking students who fall into one of the following categories: (1) Students who have completed a bachelor’s degree and who wish to take additional work in some area without working for a degree; (2) Mature students, past traditional college age, who wish to take only a few courses on a part-time basis but are not interested in a degree.

A Non-Degree Seeking student may take any course for which he or she has met the prerequisites. No student has the academic classification of “Non-Degree Seeking” until admitted as a Non-Degree Seeking student or given permission by the Registrar to become a Non-Degree Seeking student.

A Non-Degree Seeking student does not need to seek admission in the same manner as a regular student. To enroll at Sattler, Non-Degree Seeking students need only provide evidence of high school completion (or equivalent) and proof of professor approval to enroll in their chosen class(es). Courses completed successfully as a Non-Degree Seeking student may be applied toward a degree program later if the student qualified for admission to a degree program at the time the work was taken.

Non-Degree Seeking students may not live in the Sattler dormitory. Non-Degree Seeking students will be required to live by student life policies only while on campus and will not be required to be part of the discipleship program.

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

Since 12 semester credits constitute the minimum full-time load, a part-time student, by definition, is any student carrying fewer than 12 semester credits. All dormitory students are required to carry a minimum of 12 credits. While many part-time students are Non-Degree Seeking students, some part-time students follow a regular program of study. A part-time student must follow the regular procedure to apply for admission.

### **Applicants Under the Age of 17**

Sattler College is an adult learning environment where students learn and discuss advanced and sensitive topics. As a result, the College only accepts students who have reached the age of seventeen (17) years by the start of the academic year. No exceptions are made.

**Deferred Students**

Deferred students are those who decide to defer their application after being accepted. Deferrals may not be extended past one year.

**Re-enrollment After a Period of Dismissal**

Students who have been suspended or dismissed from the College and wish to resume their education should write a letter of appeal addressed to the Dean of Students. Those making this appeal do not have to undergo again the standard application process for admission.

# Financial Information

## Costs and Financial Aid

		Year 1
<b>Estimated Costs &amp; Expenses</b>	<b>Student Fees:</b> Class fees and administration fees	\$400
	<b>Room and Board (for unmarried students):</b> Housing, Breakfast & Dinner, and Cleaning Services	\$16,070
	<b>Books and Supplies:</b> Books, computers, and classroom supplies	\$1,400
	<b>Transportation:</b> Public transportation	\$300
	<b>Living Expenses:</b> Personal items	\$900
	<b>Health Care:</b> Varies depending on each applicant's current coverage	\$0
	<b>Total Estimated Cost of Attendance:</b>	\$19,070
<b>Funding Sources</b>	<b>Housing Subsidy (for unmarried students):</b> Awarded by Sattler College	\$6,270
	<b>Church Contributions*:</b> Awarded by home congregation	TBD
	<b>Parental &amp; Family Contribution*:</b> Ongoing contributions from parent and family	\$2,500
	<b>Part-Time Employment*:</b> Part-time income during the school year	\$4,000
	<b>Summer Employment*:</b> Income from summer months	\$3,800
	<b>Miscellaneous*:</b> Other funding sources such as savings	\$2,500
	<b>Total Funding Amount:</b>	\$19,070
<b>Funding Excess or Gap*</b>	<b>\$0</b>	

\*This is a hypothetical case. Every student's needs and resources are different.

# Entrustment ~~Tuition~~

Entrustment ~~Tuition~~ awards all accepted students fully funded tuition in exchange for a student's dedication to kingdom service and financial gratitude. To maintain eligibility for Entrustment, a student must:

- Be accepted and enrolled in a Sattler undergraduate or certificate program.
- Sign the Student Agreement at the beginning of each academic year committing to read, understand, and honor Sattler College's [Principles of Entrustment](#).
- Maintain satisfactory academic progress with a minimum GPA of 2.5.
- Maintain good standing in the discipleship program by passing 6 of 8 terms.
- Complete your chosen program in 8 terms or less. Enrollment beyond eight terms will result in a shift to 'Non-Degree Seeking' tuition.

## Non-Degree-Seeking & Part-Time Tuition

If a student is not eligible for entrustment, courses are charged at a rate of \$500 per credit hour. Residence hall students are expected to be full-time students, enrolling in a minimum of 13 credits per semester, including the 1-credit Discipleship program. Residence hall students who take 12 credits or fewer per semester are deemed Part-Time students and are charged tuition at the same rate. In the rare event that a residence hall student is granted permission to take fewer than 13 hours, the student is still classified as full-time financially as well as academically. Tuition covers fees for library access. Students with family circumstances that make them ineligible to live in the residence hall may be eligible for entrustment even if they are deemed Part-Time students.

## Scholarships, Grants and Financial Aid

### Scholarships and Grants

Scholarships and grants are merit-based or need-based monetary awards that can range from paying for a portion of tuition to fully funding the costs associated with a college education. Scholarships and grants do not need to be repaid. Scholarships and grants may originate from a variety of sources, including private scholarships from outside organizations, college scholarships, and private state scholarships. Applications from students for any Sattler scholarship are accepted on a continuous basis and may be applied for online through the Office of Financial Aid. Visit the Office of Financial Aid for more information. Sattler College reserves the right to change the terms and conditions of any college scholarship at any time at its discretion, as well as suspend or terminate any scholarships.

### Financial Aid

Given students do not pay tuition under Entrustment, Sattler College does not offer financial aid. Depending on funding availability, grants may be offered to assist with cost of housing. If these grants exist, one may find them listed on the [Entrustment](#) page on our website.

*Sattler College does not accept federal Title IV aid funding including the following: Federal Family Education Loan Program (Federal Stafford Student Loan (subsidized and un-subsidized), Federal Perkins Student Loan, Federal Parent Loan for Undergraduate Students and Federal Supplemental Loan for Students), Federal Campus-Based Grants (Federal Supplemental Education Opportunity Grant and the Federal Pell Grant Program). As a result, federal aid programs are not available to students. Sattler College does not intend to seek or accept federal aid in the future.*

## **Work Study**

Student work study is awarded to many students who demonstrate financial need. Each semester work study positions are posted, and students are encouraged to apply for positions which they meet the qualifications. Unlike scholarships, grants, and loans, which are credited directly to the student's account, student employment is not.

## **Entrustment Satisfactory Academic Progress Policy**

Students must make satisfactory academic progress toward completing a degree to be eligible for Entrustment. The Sattler College Entrustment Satisfactory Academic Progress Policy applies to all students who receive full tuition from any program the College offers.

The following procedures describe the requirements necessary to maintain entrustment eligibility at Sattler College:

### 1. Eligibility Requirements - a student must:

- Successfully complete at least 67% of all Sattler College credit hours attempted or be a first-time student at the College.
- Have a cumulative Sattler College grade-point average of at least 2.0.

### 2. Evaluation of Eligibility

Eligibility is determined when a student signs an entrustment agreement each academic year and/or upon student request. Students who have not made satisfactory academic progress are notified by U.S. mail.

### 3. Warning

Entrustment applicants who have attempted fewer than 12 credit hours and do not meet the eligibility requirements will be given a warning and granted entrustment for one semester. After the completion of this semester, the student must satisfy the grade point average and completion percentage eligibility requirements.

### 4. Probation

Students who have attempted 12 or more credit hours and do not meet the eligibility requirements will be denied entrustment. In order to be considered for a probationary period of entrustment, students must submit a letter of appeal (see below), including relevant documentation, to the Office of Financial Aid. Students who fail to make satisfactory academic progress after the probationary period, will have their entrustment benefit withdrawn until they meet the standard or submit an acceptable appeal.

### 5. Appeals

A student whose entrustment benefit has been terminated may appeal in writing. All appeals must include relevant documentation. Extenuating circumstances considered for appeals include personal illness or accident, serious illness or death of an immediate family member, or other circumstances beyond the reasonable control of the student. Acceptable documentation includes letters from a physician, attorney, social service agency, or an obituary notice. The student will be notified of the appeal results in writing by the Office of Financial Aid. Appeals can result in a) denial of reinstatement, b) reinstatement of the student's eligibility, or c) a probationary period.

If the situation does not fall under this category, students are required to follow the reinstatement process listed below.

#### 6. Reinstatement

A student may be reinstated after meeting one of the following conditions. (Classes taken at institutions other than Sattler College are not considered for reinstatement purposes.)

- The student has taken, without funding from the Office of Financial Aid, at least six credit hours and has passed those six credit hours with a 2.0 GPA or higher. The student can then re-appeal for probationary aid for one semester. Students who successfully complete all registered credits with a 2.0 GPA or higher, and no "FF" (Violation Academic Integrity), "I" (Incomplete), "U" (Unsatisfactory) or "W" (Withdrew from Course) grades, may be eligible to have their probation status extended on a term-by-term basis.
- The student has taken, without funding from the Office of Financial Aid, enough credit hours to meet the grade-point average and completion percentage requirements. The student will be reinstated without probation.
- The student meets the grade-point average and completion requirements after the probationary period. The student will be reinstated without probation.

#### 7. Maximum Time Frame

Entrustment applies to a student's enrollment in no more than eight semester terms, except for dual-degree and double-major students whose combined programs require more than 128 credits to complete. A student receiving entrustment during a term is expected to maintain full-time enrollment status during that term. When a student earns fewer than 16 credits in a term, a shortfall ensues that must be made up in one of the following ways: (1) enrolling in a course overload during a later term (see minimum GPA requirements for this option in "Student Registration: Course Overload"); (2) earning credits through Sattler College or external institutions during summer or winter terms (no financial aid applies) (see "Summer Term Credits"; for seniors, see implications for graduation in "Commencement Policy"); (3) enrolling in a ninth semester at Sattler College (billed as non-degree seeking student).

In addition, students must not exceed more than 150% of the credit hours required for the completion of their program. This includes all attempted credits, including transfer credits, and classes financed by the student and/or other aid sources.

The following credits are included in the maximum time frame calculation:

- All attempted credits, even if the student withdrew or did not receive a passing grade
- All attempted credits, even if the student was non-degree seeking
- All credits transferred from another college

Credit hours attempted include all grades recorded on the transcript of 4.0 GPA through 0.0 GPA, “FF”, “I,” “S,” “U,” and “W” (“FF” = Violation Academic Integrity, “I” = Incomplete, “S” = Satisfactory, “U” = Unsatisfactory and “W” = Withdrew from Course). Successful grades are 2.0 GPA through 4.0 GPA. Unsuccessful grades are lower than 2.0, “FF,” “I,” “U” and “W.”

#### 8. Audit, In Progress and College Preparatory Only Classes

Classes taken for audit or college preparatory only are not eligible for entrustment and billed as non-degree seeking courses.

### **Refunds and Fees**

For all Sattler College students, the College charges, e.g., tuition and fees, are to be prorated according to the amount of time the student spent in academic attendance before withdrawing from Sattler College before the end of the fifth week of the semester. These prorated charges are compared to the payments received on behalf of the student, and Sattler College will determine whether the student is entitled to a refund or owes additional funds. The refund schedule is as follows:

- Weeks 1 through 3 - 100% refund
- Week 4 - 60% refund
- Week 5 - 40% refund
- After Week 5 - no refund

The Registrar’s Office is responsible for obtaining requests for withdrawal from the Academic Dean and for processing official withdrawals. In order to calculate the refund or repayment, Sattler College will establish the student’s last date of attendance or withdrawal date. This date is one of the following:

- the date the student initiated the withdrawal process prescribed by Sattler College;
- the date the student provided official notification to the Registrar of an intent to withdraw;
- the midpoint of the semester if official notification is not provided;
- the date determined by the Registrar if there are special circumstances (illness, accident, personal loss); or
- the date the Registrar determines the student has not returned from an approved student leave or if the student does not qualify for leave.

# Academic Calendar

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## Fall 2024

Course Registration Period	August 1-15
Faculty In-Service	August 12-13
New Student Move-In	August 19
New Student Orientation	August 20
New Student Retreat	August 21-23
Returning Student Move-In	August 21-25
Classes Begin / Convocation	August 26
Labor Day – No Classes	September 2
Deadline to Add a Course	September 2
Fall Break	October 10-14
Morale Day	October 1
Deadline to Drop a Course	October 4
Deadline to Use Pass/D/Fail Option for a Course	October 11
Deadline to Withdraw from a Course	November 19
Thanksgiving Recess	November 27-29
Classes Run Thursday-Friday Schedule	December 3-4
Last Day of Classes	December 4
Study Period	December 5-6
Final Exam Period	December 9-13

## Spring 2025

Course Registration Period	January 2-15
Senior Seminar and Retreat	January 13-17
Classes Begin	January 21
Deadline to Add a Course	January 28
Presidents' Day – No Classes	February 17
Deadline to Drop a Course	February 28
Deadline to Use Pass/D/Fail Option for a Course	March 10
Spring Recess	March 17-21
Spring Morale Day	TBA
Deadline to Withdraw from a Course	April 17
Good Friday – No Classes	April 18
Classes Run Friday Schedule	April 30
Classes Run Monday Schedule	May 1
Last Day of Classes	May 1
Study Period	May 2-6
Final Exam Period	May 7-13
Commencement	May 17
IGH Dorms Close	May TBA



# Academic Information

## Academic Assistance and Resources

Sattler is committed to student success and overall well-being and makes the following resources available to assist students.

### **Instructors**

For academic assistance, students are requested to consult first the instructors for the specified classes in which they need help. For any class, the instructor is the person best qualified to help students understand the subject. Students are also advised to maintain continued contact with their instructors throughout the semester so that they are kept informed of their academic status in their courses and receive additional help as needed. Faculty office locations and hours are listed in the course syllabus.

### **Academic Advisor**

Academic advisors provide assistance both with studies in general and with the student's academic major.

### **Academic Deans**

The Academic Dean and Chief Academic Officer are also available for consultation by appointment.

## Academic Success Center

The Academic Success Center assists students in achieving academic excellence by providing a variety of services and resources to support students' academic goals.

- Academic advisors help students to develop their academic plan and to strengthen their specific academic skills, such as time management, note-taking, study and test-taking skills, and goal-setting.
- Study groups provide a forum for students to work together to reinforce their understanding of specific course content.
- Tutor referral assists students who are seeking individualized tutoring sessions for specific college courses.
- IT assists students and faculty by providing technical support for personal computing devices and by offering advice and guidance related to the selection and use of instructional technology equipment and applications.
- Academic Accommodations provide a personalized support system to students with documented learning disabilities by establishing reasonable academic accommodations and offering individualized academic assistance.
- The Writing Center supports students in the development of writing skills by guiding them through the writing process.

Note: Any currently-enrolled student who believes that he or she has been discriminated against or harassed on the basis of disability by a College employee, student, or (in certain circumstances) by a visitor, may use the Discrimination and Harassment Policy to file a grievance.

## Career Services

- The Career Services Office, under the authority of the Director of Student Services, will help students explore their abilities, assist in the development of a proficient set of skills, and prepare students for professional employment and/or graduate studies through their academic study at Sattler College. The college seeks to:
- Encourage students' interests in career development, career planning, and professional learning experiences during their years at Sattler.
- Assist students with job searches.
- Inform students of the application processes for graduate and professional schools.
- Develop relationships with employers for cooperative education opportunities, internships, and job placements for students.
- Facilitate job placements for students through the development of job search skills.
- Inform students about professional job opportunities.

## Librarian

The librarian seeks to assist students in providing a variety of services for students to help facilitate class assignments and the use of library resources during a course.

# Academic Honesty and Integrity

## Scope

This policy applies to all students, faculty and staff of Sattler College, as well as others who engage in Sattler academic programs and activities. Its application includes any academic work or materials of Sattler students, faculty and staff, including projects, papers, assignments, examinations and any course materials.

Students are expected to demonstrate their own learning when doing assignments and taking examinations and to cite the sources of information or work of others. Faculty and staff are also required to cite the sources of information in all their course material, and they must not intentionally or unintentionally assist or allow any violation of academic honesty and integrity.

## Definition

The following is a broad overview of what constitutes a violation of academic honesty and integrity.

### *Cheating*

Cheating is defined as obtaining or attempting to obtain credit for work, or any improvement in evaluation of an assignment, examination or other academic performance, either for himself or herself or others, by any deceptive means.

Cheating includes, but is not limited to:

- copying or attempting to copy answers from another's test or examination;
- allowing others to copy answers from his or her test or examination;
- discussion of answers or questions on an examination or test, without specific authorization from the instructor;
- taking or receiving copies of an exam without the permission of the instructor;
- using notes, textbooks, or other information devices prohibited in a test or examination;
- allowing someone other than the officially enrolled student to represent another person.

### *Plagiarism*

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to or citation of the source. "Person" or "persons" includes the aggregation of information and writing composition performed by artificial-intelligence applications. Such an act is not considered plagiarism if it is proven that the ideas were developed through independent reasoning or logic or where the thought or idea is common knowledge. Sources must be acknowledged through appropriate references, such as quotation marks, footnotes, etc.; they must be cited in proper formats, such as MLA, APA, Chicago, etc.

Examples include, but are not limited to:

- failure to give credit or proper citation for ideas, statements, facts, data or conclusions of another person or persons;
- failure to properly quote or make acknowledgment of another person's work when quoting it directly, whether it is a paragraph, a sentence, or a part from the work;

- paraphrasing another person's writing without giving him or her credit, or citing it properly.

#### *Fabrication*

Fabrication is the invention and unauthorized alteration of any data, facts, information or citation, intentionally or unintentionally.

Examples include, but are not limited to:

- inventing data, facts, or sources for an assignment;
- altering the results of a survey or lab results.

#### *Facilitating Academic Dishonesty*

The College defines wrongdoing in this area as intentionally assisting or attempting to assist another person in committing any act that violates academic integrity. Facilitating academic dishonesty may help another student, whether it benefits the accused or not.

Examples include, but are not limited to:

- allowing others to copy their assignment or other academic work;
- allowing others to copy answers from their tests or examinations;
- doing academic assignments or taking tests or examinations for others.

#### *Unauthorized Collaboration*

The College defines wrongdoing in this area as working with or receiving assistance from others to complete assignments or other academic work without the approval of the instructor. If there is a question about this, students should always seek permission from the instructor before working with others.

Examples include, but are not limited to:

- finishing an assignment, laboratory experiment, or other academic work with other students without written permission from the instructor;
- submitting works that closely resembles those of other students.

#### *Denying Others Access to Information or Material*

The College defines wrongdoing in this area as intentionally depriving others of the use or access to course or library materials.

Examples include, but are not limited to:

- removing pages from books, journals, or other course or library materials;
- taking books, journals, or other library materials from libraries without checking them out, or intentionally hiding them inside or outside the library;
- refusing to return to or stealing books, journals, or other materials from the library.

### **Academic Misconduct Procedures**

When a suspected incident of academic misconduct is reported, the Academic Dean shall promptly notify the accused student in writing.

#### *Student Admission of Violation*

If the accused student admits to a violation of the College's Academic Honesty and Integrity Policy, and

- if it is his or her first violation, the student will receive a written warning.
- if it is his or her second violation, the student will receive a grade of “F” for the course.
- if it is his or her third violation, the student will be suspended for a semester.
- If it is his or her fourth violation, the student will be expelled from the College.

The accused student may appeal the disciplinary decision in writing to the Academic Dean.

#### *Investigation*

If a faculty member and the accused student cannot agree whether academic misconduct has occurred, the Academic Dean may initiate an investigation. Both parties also have the right to request the Dean to interview relevant witnesses and assess relevant documents and other facts and evidence. Upon the completion of the investigation, the Dean will provide the faculty member and the accused student with a written statement of outcome, which states the outcome of the investigation, whether the accused will receive any disciplinary action, and if so, the extent of the disciplinary action.

#### *Appeal*

Both the accused student and the faculty member have the right to appeal the result of the investigation in writing to the Dean within five business days.

#### *Student Record*

If any disciplinary action is imposed, a written report of the incident and its disciplinary action will be recorded in the student’s academic record by the Dean.

#### *Disciplinary Actions*

The following are the possible disciplinary actions brought against an offender of Sattler’s academic honesty and integrity policy, based on the severity and nature of the offense and the records of the offender:

- warning and reprimand
- failing grade of a course
- suspension
- termination or expulsion

## Academic Honors and Awards

All honors and awards of an academic nature are established by Faculty Academic Committee. Recipients of awards are approved by the President.

### **Academic Honors**

Students are eligible for honors during semester terms when carrying 10 or more credits.

- Dean’s List for a grade point average 3.5 – 3.74
- President’s List for a grade point average 3.75 – 4.0

Honors indication is noted on a student’s grade report.

## Graduation with Honors

A candidate for the Bachelors degree will be graduated with honors as follows:

- *cum laude* for a grade point average 3.50–3.70
- *magna cum laude* for a grade point average 3.71–3.90
- *summa cum laude* for a grade point average 3.91–4.0

The grade point average is based on the student’s entire college program; and in computing the average, work accepted for transfer credit is considered at the same grade value as the institution where it was earned.

Indication of honors is noted on the student’s diploma and transcript.

## Achievement Data

Sattler College evaluates success with respect to student achievement as appropriate to the institution’s educational mission.

Retention, graduation rates and course completion rates are all primary indicators of student success. Sattler tracks first-, second- and third-year retention, as well as four- and five-year graduation rates.

### Bachelor-Degree Programs

Class Entering (No. of Students)	1-Year Retention Rate	2-Year Retention Rate	3-Year Retention Rate	4-Year Graduation Rate	5-Year Graduation Rate
Fall 2018 (22)	81.8% (18)	77.3% (17)	77.3% (17)	68.2% (15)	72.7% (16)
Fall 2019 (19)	100% (19)	78.9% (15)	68.4% (13)	47.4% (9)	68.4% (13)
Fall 2020 (31)	87.1% (27)	74.2% (23)	71.0% (22)	64.5% (20)	
Fall 2021 (15)	73.3% (11)	60.0% (9)	60.0% (9)*		
Fall 2022 (15)	93.3% (14)	86.7% (13)*			
Fall 2023 (11)	90.1% (10)*				
<b>TOTAL</b>	<b>87.6% (99)</b>	<b>75.5% (77)</b>	<b>70.1% (61)</b>	<b>61.1% (44)</b>	<b>70.7% (29)</b>

\* Projected

### One-Year Certificate Program

Class Entering	Enrolled	Completed	Transferred to Bachelor Programs Mid-Year	Percentage Transferred or Completed	Enrolled in Bachelor Program after Completion
Fall 2019	2	0	2	100%	0
Fall 2020	9	6	2	88.9%	0
Fall 2021	8	5	1	75.0%	0
Fall 2022	17	15	0	88.2%*	4
Fall 2023	6	3	3	100%	0
<b>TOTAL</b>	<b>42</b>	<b>29</b>	<b>9</b>	<b>90.5%</b>	<b>4</b>

\* Includes those who enrolled in the Bachelor program after completion of the Certificate year

# Classification of Students

Academic classification is granted to all College students according to the following standards:

- Freshman: Admission with freshman standing.
- Sophomore: At least 30 credits.
- Junior: At least 60 credits.
- Senior: At least 90 credits and a reasonable prospect of completing the requirements for a degree in two additional semesters of work.

Post-baccalaureate Special: Possession of a baccalaureate degree from an approved college or university but admitted as a special student not taking a program of study leading to an advanced degree.

# Course Offerings and Descriptions

## Course Offerings

The catalog of course offerings and the class schedule are made up primarily with the degree-seeking student in mind. Although the schedule of courses presented in the Catalog is meant to be as nearly as possible an accurate account of the courses to be offered, Sattler reserves the right to make any necessary changes at any time in the courses to be offered, amount of credit to be given, or any other details.

## Course Descriptions and Credit

Indicated after the description of each course in this Catalog is the semester in which it is normally offered and the number of semester hour credits that it carries.

Credit is given in semester hours. Each semester hour represents one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for the standard 15-week semester. Therefore, a class which meets for class work three hours a week for a semester will ordinarily give three semester hours of credit.

## Numbering of Courses

Courses numbered from **100 to 199** are primarily for freshmen.

Courses numbered from **200 to 299** are primarily for sophomores.

Courses numbered from **300 to 399** are primarily for juniors.

Courses numbered from **400 to 499** are primarily for seniors.

# FERPA

Students have a right to the confidentiality of student records according to the guarantees and limitations specified in the federal government's Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232 g) ("FERPA").

As required by FERPA, Sattler College cannot disclose a student's education records without the written consent of a student or without proof that the student is the tax dependent of the parent. However, Sattler will disclose information to parents, without written consent from the

student, when notification is determined to be necessary to protect the health or safety of the student or others. This notification may occur due to a medical emergency, an incident of imminent danger, or another situation in which the College deems such action necessary.

## Grading System

Instructors provide a grading policy, in writing, for their class at the beginning of each semester. At the conclusion of each semester, final grades are assigned and recorded on the student's permanent academic record. Grades assigned at Sattler College are based on the following scale:

<b>Grade</b>	<b>Interpretation</b>	<b>Grade Point Average</b>
A	(93–100) Excellent	4
A-	(90-92) Excellent	3.667
B+	(87–89) Very Good	3.333
B	(83–86) Good	3.000
B-	(80-82) Good	2.667
C+	(77–79) High Average	2.333
C	(73–76) Average	2.000
C-	(70-72) Average	1.667
D+	(67–69) Poor	1.333
D	(63-66) Poor	1.000
D-	(60-62) Poor	0.667
F	(Below 60) Failure	No grade points
I	Incomplete	No grade points
P	Passed	No grade points
W	Withdrew from Course	No grade points
WF	Withdrew Failing	No grade points
X	Audit	No grade points

### Satisfactory Academic Progress

All students must maintain satisfactory academic progress in order to remain eligible to continue as a student at Sattler College. Satisfactory Academic Progress (SAP) includes, but is not limited to, maintaining a GPA of 2.0 and an attendance rate of 85%.

## **Unsatisfactory Academic Progress**

A student who fails a course, who fails to meet the 85% attendance requirement, or whose cumulative grade point average falls below 2.0 will be placed on academic probation, receive immediate counseling from his or her academic advisor, and receive written correspondence from the Academic Dean outlining a plan of action designed to improve his or her academic performance. The plan of action may include tutoring, remedial work, a reduction in non-academic activities, or other provisions as may seem appropriate in each case. The student is required to follow this plan of action until he or she is removed from probation. The student is automatically removed from probation upon successfully completing a semester when (1) the student's cumulative grade point average has risen to 2.0 or above, (2) the student has failed no course, and (3) the student has achieved 85% attendance. A student on academic probation for two sequential semesters may be denied reenrollment for poor scholarship at the discretion of the Faculty Academic Committee.

## **Incomplete Grades**

Incomplete (I) grades are not routinely or automatically allowed at Sattler College, and individual course instructors may not award them. In situations where a student has experienced a medical emergency, a death of a close family member, or other unforeseeable circumstance that has prevented a student from completing a portion of a course's requirements, the student may present an Incomplete Petition to the College's Academic Dean, along with documentation of the circumstances, such as a medical report or funeral announcement. The Petition must also include a description of the missed work and the course instructor's agreement to deadlines for the submission of all outstanding work for the course. Only in exceptional cases, based on medical assessments of the student's condition, may deadlines exceed the first day of the next semester.

The Incomplete Petition must be filed before the last day of classes if the circumstances upon which the petition is based existed by that time; otherwise, the petition must be filed as soon as possible after the unforeseeable circumstance preventing the student's completion of the course has occurred. In the event a student experiences an acute illness at the time of a final examination, an Incomplete Petition must be supplied within 48 hours of the date of the final exam along with medical documentation verifying the acute illness.

# **Final Examinations**

## **Scheduling Conflicts**

If a student has more than two final examinations scheduled within the same 24-hour period, the student may reschedule one or more of the examinations within the final exam period so that no more than two examinations take place within a 24-hour period. The student must inform the registrar and instructor of an affected course by the last day of classes of his or her desire to reschedule an examination.

# Graduation Requirements

To earn the Bachelor of Arts or Bachelor of Science degree at Sattler College, students must complete (1) at least 120 credits through academic courses, either entirely at Sattler or by transferring credits to Sattler from another accredited college or university, plus (2) one credit during each semester enrolled at the College through its recurring Discipleship course. For students enrolled for four academic years at the College, the total number of credits required is specified in the table below according to graduating class.

<b>Minimum Credits Required for B.A. and B.S. Degrees</b>
Class of 2025: 126 Credits
Class of 2026: 128 Credits
Class of 2027: 128 Credits
Class of 2028: 128 Credits

Students who enroll at other colleges or universities before enrolling at Sattler must spend at least the equivalent of two years of full-time enrollment at Sattler College. Some majors' program requirements may make it necessary for enrolled students to complete more credits than the minimum listed above.

All graduating students must complete the College's core curriculum. Courses taken at other institutions but that are precisely equivalent with courses included in the Sattler core will, upon verification of Sattler faculty and administrators, be considered as having fulfilled the appropriate component of the core curriculum. Specific requirements for the Sattler core curriculum are presented elsewhere in this document.

All graduating students must also complete the course of study associated with one of the majors offered at the College.

In addition, all graduating students must complete a substantial capstone project in their final year of study at Sattler College. The precise form of this project may vary from student to student or from major to major, but it must represent work that is at least equivalent to two rigorous, advanced-level courses (6 credits). The product could take the form of a book-length document; a summary report on a year-long series of scientific experiments; a complete business plan for a new enterprise; or any other product that clearly demonstrates that the student has mastered a significant body of knowledge and has applied that knowledge systematically to a particular area of enquiry. In all cases, the acceptability of the proposal for a capstone project and the determination that a project meets Sattler's graduation requirements will be made by Sattler faculty, under the guidance of Sattler's Academic Dean.

## Eligibility to Participate in Commencement

In order to be considered a graduate at a spring Commencement ceremony, students must complete all degree requirements by the end of the spring semester prior to the Commencement date. Students earning their degree at the end of the summer or fall terms will receive their diplomas and be registered as graduates after the end of those terms, but they will be invited to walk in the graduate procession at the next spring Commencement ceremony.

A non-graduating student whose entering class is graduating at a spring Commencement may petition to participate in the graduate procession along with his or her classmates. The petition will be granted only under the following circumstances:

(1) Incompletion of courses due to medical or family emergency, or medical leave

- At the end of the spring semester prior to the Commencement, the student has received Incomplete marks for his or her spring courses on account of factors permitted under the Incomplete Grades and Medical Leave policies.
- The student has a defined course of action approved by his or her program coordinator and the Academic Dean to complete the outstanding credits during the summer term (May-August) immediately following the Commencement.

(2) Shortfall in credits attempted or earned toward degree requirements

- At the end of the spring semester prior to the Commencement, the student needs to complete no more than six credits to meet his or her degree requirements.
- The student has a defined course of action approved by his or her program coordinator and the Academic Dean to complete the outstanding credits during the summer term (May-August) immediately following the Commencement.
- None of the credits that must be earned following the Commencement are for Core Curriculum courses.

Petitions based on a shortfall in credits attempted must be submitted to the Academic Dean office by March 1. Petitions based on incompletion of courses due to a medical or family emergency or medical leave should be submitted to the Academic Dean along with an Incomplete Petition.

The names of non-graduating students walking in the graduate procession will not be included in the Commencement program, and they will not receive diplomas or recognition of honors at the Commencement. Their names will instead be included in the next Commencement program published after they have been officially registered as graduates, and recognition of honors will be reflected along with conferral of the diploma.

## Internships

Internships at Sattler College are academic experiences intended to allow students to make practical connections between their fields of study and the world of work. As such they are important and useful transition experiences for students and should carry the full weight of and respect for academic rigor found in any other academic experience in the majors. Internships

are limited to a maximum of 3 credit hours in a student's program of study, with a minimum expectation of 40 on-the-job hours for each academic credit hour earned. A student who meets the minimum cumulative GPA of 2.0 may apply for an internship. The internship must be prearranged and approved by a faculty advisor and the Registrar prior to beginning the internship and must be done with a professional practicing in the field. It also requires visits by the supervising faculty and will be graded following the same guidelines as for other academic experiences. Internships may not be repeated; subsequent internships must be thoroughly different experiences and with different organizations.

Students desiring an internship must develop a learning plan in advance with the supervising faculty member; set specific goals; identify the appropriate content, length, and expectations for written requirements or appropriate projects; and indicate criteria, deadlines and procedures for evaluation and grading. Two site visits are required during the work experience. A student may enroll on campus for other coursework while participating in an internship.

## Sattler College Educational Programs

Sattler College implements a rigorous and well-defined, college-wide curriculum encompassing the best of Christian education in the classical tradition. In addition to expository writing, history, biology, mathematics, and economics, students are required to take courses in the Old Testament, New Testament, apologetics, biblical Greek, biblical Hebrew, and church history. Our goal is to produce well-rounded students who can rightly handle the word of truth (2 Timothy 2:15). In addition to our Core Curriculum ("Core"), we offer five majors that build on the Core to give students deeper experience in specific areas of study.

### Pedagogy

Sattler College is based on the classical education model of the liberal arts and sciences. "Liberal" derives from the Latin word *liber*, meaning free. The arts consist of the language arts (trivium) and the mathematical arts (quadrivium). While somewhat counterintuitive, the sciences historically have been understood to be theology and philosophy. Our goal is to produce graduates who are free thinkers, unconstrained by popular opinion or practice. Achieving this goal requires: first, training the mind in logic to determine what is true and necessary, irrespective of popularity; second, developing the character to practice and teach these conclusions.

At the core, this model can be described as:

- A well-defined set of subjects—the arts and sciences—of which mastery is expected. These subjects include logic, rhetoric, biblical languages, history, mathematics, and theology.
- The student cultivates skills of self-resourcefulness, initiative, and determination as he or she gains mastery over a given subject. These skills of focus and endurance are highly prized in the classical tradition.
- The instructor serves primarily as a resource for discussion, problem solving, and feedback—not as one who "spoon feeds" material.

At Sattler College, this practically means that we often implement the "inverted classroom" where we assign students video lectures out of class. In class, we reinforce, discuss, and critique

ideas. During class, we emphasize problem solving, oral presentation, and working in groups. Classical education also informs our strong Core Curriculum which is rich in analytical subjects like logic and statistics, but also in classically important subjects such as biblical languages, history, theology, and apologetics.

### **Institutional Learning Outcomes (ILOs)**

Upon completion of an academic program at Sattler College, the student will be able to:

1. Demonstrate a comprehensive understanding of the biblical, historic Christian faith (ILO1)
2. Solve problems with critical and biblical thinking (ILO2)
3. Construct effective written and oral presentations (ILO3)
4. Assess empirical claims and data with scientific, quantitative, qualitative, and historical analysis (ILO4)
5. Create effective and innovative solutions to pressing issues of the day (ILO 5)
6. Demonstrate faithful Christian discipleship (ILO 6)

### **Degrees Offered**

Sattler College offers the following undergraduate degrees:

The Bachelor of Arts degree with majors in **History** and **Biblical and Religious Studies**.

The Bachelor of Science degree with majors in **Human Biology, Business, and Computer Science**.

Both Bachelor of Arts and Bachelor of Science degrees require credit hours earned through core courses, major program requirements, and electives.

This Catalog has detailed information on each degree, including program learning outcomes, course offerings and sequencing, and degree conferral requirements.

A course completed with a grade of D cannot be counted toward a major or a minor.

The college also offers a one-year Certificate in Biblical and Religious Studies. The Certificate requires 26 credit hours.

### **Double Majors**

Students wishing to earn degrees in two majors should consult with the coordinators for the programs involved to determine specific requirements. Students pursuing double majors should understand that the course load will likely require at least an additional semester to complete. Students pursuing a double-major course of study must complete all the current requirements of the Sattler Core and the regular course/distribution requirements for both majors. Cognate courses and a single Senior Capstone may simultaneously fulfill the requirements of both majors. However, a student pursuing a double major may count no more than 27 credits toward both majors' requirements, including those credits earned through the Senior Capstone. Transfer credits may not be counted toward the requirements of more than one major, nor simultaneously toward the Core requirements and a major's requirements. A student who intends his or her Senior Capstone to fulfill two majors' degree requirements must craft it to demonstrate the Program Learning Outcomes for each major.

## **Minors**

Students may select one or more minors. Minors provide an opportunity to study outside the major without requiring the heavy commitment of a second major. Minors are a prescribed or individually tailored group of related courses (a minimum of 18 credits) taken outside of one's major discipline. Courses are taken from one program's offerings or major requirements and approved by the Faculty Academic Committee and the program in which it is offered. Sattler Core courses cannot be counted toward a minor.

## **Concentrations**

A major may offer concentrations, i.e., a prescribed group of courses related to a specific topic within a student's major. Generally, students complete a portion of the core major requirements and then complete focused courses to complete the concentration.

A concentration includes a minimum of 12 semester hours and a maximum of 21 semester hours of specialized course work with no less than 50% of the concentration credits from upper level credits. The requirements and the curriculum for a concentration are determined by the program offering the concentration with the appropriate approval of the Faculty Academic Committee and the Academic Dean.

The student's final transcript will bear a notation identifying the concentration. Concentrations will only be noted on the transcript at the completion of the degree. Only college-approved concentrations are noted on students' official academic records. If a student pursues a customized specialization, no concentration will be noted on his or her official academic transcript.

## **Study Abroad Programs and Overseas Study Tours**

The College will develop semester study abroad programs and occasionally offer overseas study tours designed to help students (1) form habits of analyzing the social dynamics and ecologies of places that are foreign to them; (2) gain a vision of the multifaceted work of the Church in a culture other than their own, and (3) come to think of themselves as stewards of God's creation – of both the earth's human and ecological assets. These three goals reinforce one another as students forge personal relationships with people in the cities and rural areas of their host countries and learn about their concerns for the well-being of their neighborhoods and local economies. Instead of having an abstract care for the "world" or "humanity" in general, participating Sattler students will develop a sense of stewardship about a particular place abroad and a sense of involvement in the ministries of the Church in that locality. To every extent possible, Sattler faculty leading study tours will design opportunities for students to engage in service in their host countries. Tour organizers will place students in safe residential settings that maximize their opportunities to interact with local people and enhance their learning of the local language and culture.

When offered for course credit, overseas study tours will require students to actively analyze the local culture, public history, and economy of their host countries. Tours will require frequent journal writing, reflective essays, and student presentations to evaluate students' learning, in addition to appropriate tests. Overseas study tours might also provide opportunities for students to pursue on-the-ground research for Senior Capstone Projects or other approved independent research projects in consultation with the accompanying Sattler faculty members.

## Sattler College Core Requirements

The Sattler Core helps students develop the fundamental skills and broad base of knowledge that all college-educated Christian adults must have, whatever their specific areas of specialization (i.e., the major, concentration, and minor). The Sattler Core encourages students to develop a thoughtful and inquiring attitude, an appreciation of the interdisciplinary nature of subject areas, a deeper understanding of the historic Christian faith, and a deepened commitment to service.

All degree-seeking students must satisfy the requirements of the Sattler Core Curriculum by completing a series of basic college courses:

	<b>Program Learning Outcome and Courses</b>	<b>Credits</b>
PLO 1	Students will be able to implement the fundamental elements of effective academic essays and oral presentations through frequent writing, editing, and speech assignments. <ul style="list-style-type: none"> <li>• LNG 101 Expository Writing</li> <li>• LNG 110 Oral Communication</li> </ul>	6
PLO 2	Students will be able to compare, contrast, and synthesize ideas presented in the works of philosophy, history, literature, and art that have wielded the greatest influence in European and American academies since Antiquity. <ul style="list-style-type: none"> <li>• HUM 201 History, Philosophy, Literature and Art of the Ancient World</li> <li>• HUM 202 History, Philosophy, Literature and Art of Medieval and Renaissance Europe</li> <li>• HUM 203 History, Philosophy, Literature and Art of the Modern World</li> </ul>	10
PLO 3	Students will be able to read and comprehend Biblical texts in Greek and Hebrew, and they will be able to interpret Scripture to explain and defend the doctrines of the historic Christian faith. <ul style="list-style-type: none"> <li>• BRS 101 The Fundamental Texts of Christianity</li> <li>• BRS 201 Christian Doctrine</li> <li>• BRS 203 Apologetics</li> <li>• LNG 102 Elementary Biblical Greek I</li> <li>• LNG 103 Elementary Biblical Greek II</li> <li>• LNG 104 Elementary Biblical Hebrew I</li> <li>• LNG 105 Elementary Biblical Hebrew II</li> </ul>	21
PLO 4	Students will be able to use basic scientific methods and quantitative techniques to assess and form conclusions about empirical claims and the outcomes of experiments, and to reason about these from a Christian perspective. <ul style="list-style-type: none"> <li>• MAT 102 Statistics and Data Science</li> <li>• BIO 101 Principles of Biology</li> </ul>	6
PLO 5	Students will be able to demonstrate a knowledge of the development of Christianity in nonwestern regions, articulate the most prominent social and political challenges faced by the	3

	contemporary Church in all regions of the globe, and recommend solutions to modern global issues of justice, poverty, and economic development from a biblical perspective. <ul style="list-style-type: none"> <li>• SOC 301 Global Poverty and World Change</li> </ul>	
	TOTAL CREDIT HOURS IN THE CORE	46

## Student Expectations

### Attendance

As members of the Sattler College community, students are committed to attend and contribute to all class lectures and discussion opportunities in order to maintain the integrity of the experience for all students. Student attendance and participation in classroom interactions are critical components in maintaining a vibrant learning environment. Class attendance is mandatory and regulations on attendance are enforced by the Academic Dean. Attendance is defined as being present and prepared when the faculty member begins the class and staying engaged throughout the entire course. Arriving late, leaving during or early from class, or being distracted by non-course related matters diminishes the learning experience for everyone involved in the course. Joining a class by online video services, even with a professor’s consent, remains an unexcused absence unless the reason qualifies for an exception granted by the Academic Dean, such as a serious illness or travel due to the death of a family member.

- Students must have a minimum in-person attendance rate of 85% for each course.
- Any student attending in-person less than 85% of a course is placed on probation and is to receive counseling from their academic advisor.
- In addition, if the in-person attendance rate does not reach 85% after one semester for a student on probation, dismissal from Sattler College will be considered.

If a student does not attend a class in-person, only the following cases circumstances may be considered as excused and must be justified to the Academic Dean:

- An illness supported by a physician’s note
- Death of a family member

Additionally, if a professor teaching a course through online video connection states a preference that students join class with individual video connections, rather than in a classroom with fellow students, the above requirements for in-person attendance are waived in favor of online attendance.

### Class Deportment

Students are expected to be attentive in class. Being a distraction to other students is never appropriate. Each professor will specify in the course syllabus any special requirements regarding the use (or non-use) of laptops, phones, or handheld devices in class.

### Class Decorum

Students are to use professional and academic titles for faculty and staff members. Unless otherwise specified, this is usually “Professor,” “Dr.,” “Dean,” “President,” “Mr.,” or “Ms.”

# Student Grievance Process

## **Informal Resolution**

Sattler College desires that minor differences be resolved through calm and respectful discourse. Initially, if possible, the student should discuss the matter with the responsible individual to resolve the dispute. Further, the student may consult another faculty or staff member to assist in mediation and offer guidance to the student about resolving the matter. Every effort should be made to resolve the grievance informally without escalating the matter to the status of a formal grievance. For situations where such a resolution has not been successfully achieved, the student may submit a formal written complaint in accordance with the appropriate grievance procedures below.

## **Academic, Personal, and General Grievances**

In situations where a more formal process is necessary, this policy is intended to settle disputes through a deliberative process for the practical and timely resolution of student grievances with individual faculty or staff members.

Grievances covered by this policy shall include issues relating to serious academic matters, including grades, that have an adverse impact on the student's learning or ability to perform to the best of his or her ability; classroom procedures; interpersonal conflict; and/or department decisions.

This policy does not cover perceived rude treatment, classroom style or general grading policies. Typically, questions related to a course grade are not grounds for setting in motion an academic grievance, unless the disputed grade is evidence of concern related to instruction, communication, access, availability or fairness on the part of the instructor. If a student's only question is the grade itself, the matter should be addressed directly with the instructor. It is the instructor's prerogative to modify or uphold the grade. In this case, the decision of the instructor is final. If a student wishes to dispute a grade based on one of the alleged broader issues listed above, a student may use the Student Grievance policy to do this.

Further, this policy does not cover issues of academic dishonesty, faculty grievances concerning students, code of student conduct violations, or sexual harassment. Please refer to these specific policies for grievance procedures for these issues.

Students who intend to file an academic, personal or general grievance must follow the procedures below.

### *Formal Resolution of Grievances*

If no informal resolution has been reached within 30 calendar days of the matter being reported to the Dean of Students, Sattler College will provide a review process appropriate to the issue raised by the student grievance as delineated below:

1. **The Student Files a Grievance.** A student must file a written grievance with the Dean of Students. The written grievance must identify the student; the accused, if any; the individuals involved; the incident; the rule, policy, or established practice alleged to have been violated; and a brief statement of the corrective action the student is seeking. The grievance must be filed within 30 calendar days following the conclusion of the informal resolution process.

2. The College Appoints a Grievance Officer. The Dean of Students appoints a Grievance Officer, that is, a faculty member who holds no other administrative appointment. The Grievance Officer will be appointed when a grievance arises, and the appointee may not have a direct interest in the dispute.
3. The Grievance Officer Receives and Attempts to Informally Resolve the Grievance. The Grievance Officer will review the grievance. The Officer will meet as needed with the student and the respondent or other individuals involved in an attempt to reach a mutually acceptable informal resolution.
4. The Grievance Officer Determines Whether the Grievance Falls Within the Scope of this Procedure. If the Grievance Officer is unable to informally resolve the student's grievance, the student is entitled to a hearing, assuming the grievance is covered as defined by this procedure. If the Grievance Officer determines that a grievance or any portion of it is not a "student grievance" subject to this procedure, the Officer will notify the student of that decision in writing. The student may appeal that decision to the President, following paragraph 10 below.
5. The Respondent Provides a Written Response. If the Grievance Officer determines that the grievance or any portion of it falls within the scope of this procedure, the Officer will require the respondent(s) to provide a written response to the grievance. The response is due within 15 calendar days after notice that a response is required, unless there is a valid reason for delay.
6. The College Arranges for a Hearing. The Grievance Officer will refer the matter to the Dean of Students, who is responsible for scheduling a hearing panel. Preparation for the hearing may include a prehearing conference to address such questions as the issues to be covered, the witnesses expected to testify, the documents to be reviewed and exchanged between the parties, and other details that will help the hearing proceed in an efficient manner.
7. The Hearing Panel is Set. A hearing panel will be established to review the grievance. The hearing panel members shall include faculty, students, and academic staff. The chairperson, a qualified faculty member, will be appointed to lead the hearing panel. Training for the chairperson will be available upon request from the Dean of Students' office. The hearing panel will have a minimum of three and a maximum of five members. On a panel of three, one will be a student. If membership exceeds three, it may include more than one student. Parties must be notified of the hearing panel membership and given an opportunity to object to members who they allege have a bias or unfair interest in the matter. Disputes about the membership of the panel will be decided by the Dean of Students. Panelists will serve as neutrals, and none will have a direct interest in the dispute. Panelists will give the student and the respondent's cases equitable consideration. Panelists will not dialogue about the grievance with either of the parties.
8. The Hearing Panel Hears the Grievance and Issues Recommendations. The hearing panel will provide a fair opportunity for the student and the respondent(s) to present their perspectives and information. The hearing panel will review the grievance and the

response and will evaluate information and hear testimony where appropriate. Panel hearings are not court hearings, and the rules of evidence do not apply, but the panel will employ reasonable judgment in deciding the information to permit and to rely on in making a decision. Each party is responsible for presenting its own information and obtaining the appearance of its own witnesses. A party presenting documents must bring enough for each party and panel member. Witnesses are present only during their own testimony. Parties may be present throughout the hearing.

It is the responsibility of the student to show that it is more likely than not that the action constituted a violation of a Sattler College rule, policy, or established practice.

The panel will prepare a written report, including recommended findings and a resolution of the matter. The panel must submit its report within 15 calendar days of the close of the hearing, unless there are valid reasons for delay. The chairperson will send the report to the Dean of Students, who will distribute the report to the parties. If the grievance challenged an action personally engaged in by the Dean, the President will appoint another administrator to fulfill the role of the Dean under this procedure.

9. Decision by the Dean of Students. The Dean will review the panel's report and may review any other parts of the hearing record. The Dean has full discretion to accept, change, or reject the panel recommendations. Within 15 calendar days of receipt of the panel report, the Officer will issue his or her decision to the parties, unless there are valid reasons for delay. The Dean must inform the student of his or her right to appeal an unfavorable decision.
10. Appeal. If any party is not satisfied with the Dean of Students' decision, the party may appeal to the President. The purpose of the appeal is to determine whether the parties have been afforded due process. The party must file a written appeal to the President within 15 calendar days of receipt of the decision by the Dean. The party must explain the basis for the appeal. The President has the sole discretion to decide how to process the appeal. The appeal may be handled by written submissions or oral presentations, as the President determines to be most appropriate. In any case, the President will provide a written decision to the parties, within 30 calendar days of the filing of the appeal, unless there are valid reasons for delay.

This same process applies to appeals from the College's Grievance Officer finding that a grievance falls outside the scope of this procedure under paragraph four above. The President may reverse the Officer's decision and return the grievance to the College for a hearing, or the President may affirm the decision by the Officer that the grievance is outside the scope of this procedure.

The decision of the President is final and cannot be appealed further within Sattler College.

### **Discrimination and Harassment Grievances and Complaints**

Any student currently enrolled at Sattler who believes that he or she has been discriminated against or harassed on the basis of race, color, sex, national origin, age, veteran status, genetic information, or any other federally protected status by a college employee, student, or a visitor, should refer to the Discrimination and Harassment Policy. Complaints or any concerns about

conduct that may violate that policy should be filed with the Title IX coordinator as specified in that policy.

### **Program Integrity Grievances and Complaints**

Pursuant to the United States Department of Education's Program Integrity Rule, an individual may file a complaint against Sattler College alleging a violation of one or more of the following categories:

- Complaints that allege a violation of state consumer protection laws that include but are not limited to fraud and false advertising;
- Complaints that allege a violation of state law or rule relating to the licensure of postsecondary institutions; and/or
- Complaints relating to the quality of education or other State or accreditation requirements.

Student complaints should utilize the institution's internal complaint or review policies and procedures through the Dean of Students before resolution is sought from a state agency or the College's accreditation body.

#### *Filing a Complaint with Sattler*

Sattler has adopted a general student grievance procedure to address and resolve questions and concerns students may have relating to the Program Integrity Rule.

#### *Filing a Complaint with TRACS*

Sattler College is a member institution of the Transnational Association of Christian Colleges and Schools. Inquiries regarding compliance with accreditation policies and standards may be directed to:

Transnational Association of Christian Colleges and Schools  
15935 Forest Road, Forest, VA 24551  
Phone: 434-525-9539  
Fax: 434-525-9538  
Email: [info@tracs.org](mailto:info@tracs.org)

#### *Filing a Complaint Regarding State Licensing of Postsecondary Institutions*

Students may file a complaint utilizing the Massachusetts Department of Higher Education's (DHE) consumer complaint procedure.

Massachusetts Board of Higher Education  
One Ashburton Place  
Room 1401  
Boston, MA 02108  
Tel: 617-994-6950

#### *Filing a Complaints Alleging Consumer Fraud*

Students may file a complaint utilizing the Massachusetts Attorney General's consumer complaint procedure.

Office of the Attorney General  
Consumer Advocacy & Response Division

One Ashburton Place, 18th Floor  
Boston, MA 02108  
Tel: 617-727-8400

# Student Leaves of Absence

Students who wish to take a personal leave of absence for one or more semesters or who wish to withdraw from the College should make appropriate arrangements with the Academic Dean.

## Medical Leave

A medical leave may be taken when a physical or mental health condition does not allow for a student to productively or safely manage the demands of an intensive educational curriculum and results in an inability to complete or make satisfactory progress in their course of study.

The following procedures apply to medical leaves:

- The leave may be taken prior to the beginning of a semester or during a semester by the last day classes are in session.
- Medical leave must be approved by the Academic Dean. In most cases, such an authorization will require a recommendation from a physician, psychologist, psychiatrist or an outside clinician engaged in the care of the student.
- Medical leave can be arranged in advance for the following semester or for the current semester.
- A student who withdraws from the College due to medical reasons according to College procedures will be entitled to a 100% refund of tuition and fees, if the withdrawal occurs before the end of the third week of the semester. If the medical withdrawal occurs after the third week, a credit for the full tuition from the semester in which they withdrew from classes will be granted to the student upon readmission to Sattler College, not to exceed 24 months following date of withdraw. The credit only applies if the student has elected not to complete coursework while on medical leave.

## Academic Considerations for Medical Leave

- A student who takes a medical leave before the last day of classes has the option of requesting that all coursework for that semester be erased from the transcript.
- Courses may not be selectively chosen for completion. If a student chooses to complete any courses, then all courses will remain on the transcript with grades, including the possibility of “W” (withdraw) as the status for some. It is important for a student trying to complete any coursework following a departure from classes to have a discussion about this with the Academic Dean.
- A student’s medical leave status will not appear on the student’s College transcript.
- Simply dropping all subjects is not an appropriate withdrawal process. Doing so could affect the student’s academic standing.

## Completing Coursework Following Departure for Medical Leave

A student who takes or is placed on a medical leave of absence before the end of the semester should consult with the Academic Dean about the possibility of completing coursework and completing the degree in a timely manner.

In order to be permitted to complete coursework:

- The student must have attended classes for at least ten weeks of the semester and should have completed the work required to that date. Faculty may be willing to give a grade of incomplete in such cases, if it is determined that this course of action is in the best interest of the student.

- If an incomplete is awarded, the remaining agreed-upon work is generally due within the first six weeks of the following semester, in accordance with standard policy. Students who are granted an incomplete for medical reasons will be held to the same grading standards as all other students.

## Student Registration

During their first semester of academics, students will all be registered in the same core curriculum. Students must register on the dates specified in the academic calendar. In their second semester, prior to registering for classes using the online registration process, students are required to make an appointment with their assigned academic advisor to review their schedule. Students are not registered until they have both enrolled in an approved list of courses, and their accounts are current. Any student with an outstanding balance will have a hold placed on his or her registration for the subsequent semester the day before online registration opens. The hold will be released once the student has paid his or her bill or worked out a satisfactory payment plan with the Registrar's Office.

### Changes in Registration

After registration a student is given the opportunity to make any necessary adjustments to his or her schedule. See the current Academic Calendar for the official drop/add deadlines.

All changes in registration must be reported to the Registrar's Office.

#### *Adding:*

A student may add a course to his or her schedule up to one week after the first class meeting. Before adding a course, the student must obtain approval from the instructor and the student's advisor. The advisor or registrar will then complete the schedule change using the online registration feature.

#### *Dropping:*

During the first six weeks of the semester a student may drop a course(s). No record of the dropped course(s) will be recorded on the transcript and dropped course(s) will not count as an attempt. A student must receive approval from the instructor and the student's advisor to drop a class. Then the advisor or registrar will complete the schedule change using the online registration feature. Any student who neither drops nor completes a course satisfactorily will be given a failing grade in that course.

#### *Withdrawing:*

After the first six weeks but before the last two weeks of classes, students may withdraw from a course and receive a grade of W. Students cannot withdraw from a class during the last two weeks of classes or final exams. If a student is registered for a class with two weeks remaining in the semester, he or she will remain in the class and receive a grade for it on the transcript. Withdrawals are counted as an attempt for a course. A student may not withdraw from a course that is required for graduation in his or her major without academic advisor permission.

Note: Under no circumstances may a student drop below full-time student status which requires 12 credit hours per semester. Any attempt to drop or withdraw from a course that would bring the student's total credit hour load for the semester under 12 hours would be disallowed unless the Academic Dean has granted prior approval.

While dropping or withdrawing from a course in accordance with established procedures and timelines will have no impact on a student's GPA, a student's eligibility to continue receiving financial aid may be adversely impacted. Withdrawal can also potentially adversely impact a foreign student's immigration status. A student is therefore encouraged to consult with his or her academic advisor or the Academic Dean before withdrawing.

#### **Course Withdrawal for Medical Reasons:**

Students who seek to withdraw from a course for medical reasons must submit medical documentation to the registrar. Students who are granted a medical withdrawal by the registrar after the last day to withdraw will receive a "W" grade for the enrolled courses.

No credit will be given for a course for which a student has not properly registered. The responsibility for properly communicating and completing changes in registration within the published deadlines rests with the student alone. Failure to fulfill the responsibility because of oversight or ignorance is insufficient reason to petition for permission to drop or add courses after the published deadlines.

#### **Prerequisite Overrides**

In certain circumstances, the professor may approve a student's entering a course without having satisfied the prerequisite requirements.

#### **Declaring a Major**

An applicant may declare his or her intention to pursue a major in Business, Human Biology, Biblical and Religious Studies, Computer Science, or History when submitting his or her application. However, students will not officially declare a major until the end of the first semester in the freshman year. Students will then notify the Registrar's Office of their selection of a major. Upon declaring a major, a freshman will be assigned an advisor in that major. Advisors must approve registration for the following year. Transfer students will declare a major by midterm of the second semester after their enrollment at Sattler College.

#### **Changing a Major**

A student may change his or her major if (a) the student has a 2.0 GPA in subjects required to graduate in the major of their choice, or (b) the student obtains permission by the program coordinator for that major. The student shall obtain and fill out a petition form from the Registrar's Office. The form shall then be signed by the student's academic advisor and the program coordinator of that major. After successfully changing a major, the student must fulfill all the academic requirements for that major to graduate.

#### **Course Loads**

##### *Normal Course Loads*

Sattler College strongly recommends that students maintain at least a full-time load of 16 credits a semester.

##### *Minimum Course Loads*

A student must be enrolled in a minimum of 13 credits per semester to be considered a full-time student. Students must not drop below 13 hours without the written consent of the Academic Dean.

##### *Course Overload*

A maximum course load is 17 credits per semester.

To be eligible for a course overload (more than 17 credits per semester), a student must:

- Have successfully completed one semester of study at Sattler College. Transfer students must wait at least one term to request an overload
- Have a minimum cumulative grade-point average (GPA) of 3.3 for courses taken at Sattler
- Provide a rationale to support the request

To request overload the student must obtain the consent of his or her academic advisor and must notify the Registrar in writing of his or her intent to do so.

### **Pass/D/Fail Option**

A student may choose to have his or her grade in a course recorded simply as a Pass, D or Fail. The student will be graded as usual throughout the course, but the final grade recorded on the transcript will be a P (if the student earned a C- or better), D or F.

A grade of P will not affect the student's grade point average, but a D or F grade will be averaged into the student's grade point average.

Procedure: Individual instructors will indicate in the course catalog whether the P/D/F option is available. If so, students can choose the P/D/F option by submitting a request in writing to the course instructor and registrar within the first seven weeks of the semester. Once the election is made, it is irrevocable.

Students may not choose the P/D/F option for core classes.

A student may not repeat a course once he or she has passed using this option.

Students may elect to take only one course per semester on a P/D/F basis.

### **Auditing Courses**

For the purposes of self-enrichment and academic exploration, Sattler students may, with the instructor's prior permission and on a space-available basis, audit one class per semester. Students may register to audit a course, or convert a course from credit to audit, at any time during the first week of classes. Once a student opts to audit a course, the audit status of the course cannot be changed.

Audited courses will not count toward a student's course load and the student must maintain the 12-hour minimum load in addition to the audited class.

Auditors will not receive a grade or credit. Upon completion the course will be designated as AU on the transcript.

Auditors are expected to meet the usual course attendance requirements. Other requirements or restrictions regarding participation are at the discretion of the instructor. If the auditor fails to attend or participate as required, the student will be withdrawn, and the course will be designated as W on the transcript.

A student may not take a course for credit after auditing it; therefore, a student cannot audit a core course or a course that is required in his or her major program. Further, students may not audit labs or any off-campus course.

## Course Substitution and Waiver

Students are expected to satisfy all degree requirements. Only under unavoidable and exceptional circumstances will Sattler permit a student to deviate from an academic program's requirements via a course substitution or waiver. When it becomes necessary to request a deviation from the prescribed course of study, the student must consult the Academic Dean. In preparing the request, the student is requested to be mindful of the following:

1. The course to be substituted must be in the same area as the required course or in a closely related area;
2. Substitution of a course for a previously failed required course is seldom granted;
3. Failure on the part of the student to schedule a required course is insufficient reason for granting permission for a course substitution or waiver.

A student wishing to challenge the Academic Dean's decision must file a written appeal with the Dean within five business days of receiving the decision. Upon receipt of the appeal, the Dean will immediately bring the matter to the attention of the Faculty Academic Committee. Within 10 business days of receipt of the appeal, the Dean will notify the student of the Faculty Academic Committee's decision, which is final.

## Summer Term Credits

Sattler College does not hold a summer semester. However, students may earn individual credits during a summer term through Sattler College or through external institutions.

Students earning summer term credit through Sattler pay tuition for those credits as non-degree seeking students; the rate for Summer 2025 academic year is listed at the following page of the College's website: <https://sattler.edu/admissions/tuition-and-aid/>. Entrustment does not apply to summer term credits. Students may be exempted from summer term tuition charges only in the event that (1) credit-earning summer internships or field practice experiences are required by their major program; or (2) they are earning credits toward their Senior Capstone requirement in the summer before their Senior year, and they have earned at least 15 credits in each prior semester while enrolled at the College.

Students earning summer term credit through external institutions pay tuition for the credits directly to the external institutions, unless exceptional arrangements have been made between the student and the office of the Academic Dean. For any course in which Sattler College processes tuition payments for summer term credits, the college will charge an administrative fee of \$50.

## Transcripts

To order a transcript, a student or former student must make a request in writing to the Registrar's Office. Requests must include the student's full legal name, date of birth, year of last attendance, signature, and the name and address of the organization to which the student wishes the official transcript to be sent.

An official transcript must either be mailed directly from Sattler to the entity designated or given to the student in a sealed envelope. An unofficial transcript may be sent directly to the student.

There is no charge for transcripts.

The transcript is the institution's certified statement of a student's academic record. It contains a student's major and lists all the courses and grades earned in the terms attempted; the grade point average; and, if applicable, a minor, transfer work, and notations of distinctions and degrees received. A transcript may be authorized for release on security paper as either official or unofficial at the written request of a student. The student's account must be cleared before a transcript can be released. An unofficial transcript is stamped "Issued to Student."

The usual processing time for a transcript request is 48 hours. Transcripts are sent by regular U.S. mail. Any type of special handling will necessitate an additional charge that must be paid in advance.



## Programs of Study

# Biblical and Religious Studies

Program Coordinator: Dr. Jesse Scheumann

## **Bachelor of Arts in Biblical and Religious Studies**

The biblical and religious studies major offers students a foundation in Christian service with studies in biblical languages, exegesis, theology, practical ministry skills and a broad understanding of other religions.

### *Program Learning Outcomes*

The student majoring in Biblical and Religious Studies will:

1. Demonstrate knowledge of the Old and New Testament texts and their relationship with the cultural, geographical, historical, and political contexts surrounding those texts.
2. Explain the major doctrines of Christianity from a Kingdom perspective, including their biblical basis, historical development, and contemporary relevance.
3. Defend biblical truth and the Christian faith by engaging in respectful and substantive discussions.
4. Conduct basic biblical interpretation and application using both the English bible and the original languages (Hebrew and Greek)
5. Exhibit a maturing Christian faith and practice demonstrated in effective ministry and commitment to growth in Christian character and lifestyle.

### *Biblical and Religious Studies Tracks*

Students majoring in Biblical and Religious Studies may choose one of two tracks to tailor their degrees for greater concentration on either (1) Biblical exegesis or (2) Christian ministry:

The goal for the Exegesis track is to give students solid, in-depth training in the biblical languages and biblical exegesis. It emphasizes training in Hebrew and Greek and studies of the Old Testament and New Testament, and it includes specialized classes in biblical backgrounds and the New Testament use of the Old Testament. The track is geared towards training future pastors, teachers, and Bible translators.

The goal for the Ministry track is to give students a well-rounded and deep introduction to being a mature, engaged Christian. It emphasizes the practically-oriented roles in the Christian life: the foundation of God's Word, the life of a committed church member, and the calling to engage the unbelieving world. The track is geared towards equipping future counselors, missionaries, and faithful church members.

### **Minor in Biblical and Religious Studies**

The Biblical and Religious Studies minor provides additional Bible knowledge and related skills beyond the Sattler Core, including how to read, interpret, and apply the Bible in daily life. The minor requires 18 credit hours in Biblical and Religious Studies beyond the Core Curriculum's required courses.

## Required Courses

### Sattler Core Courses (48 credits)

BIO 101 Principles of Biology  
 BRS 101 Fund. Texts of Christianity  
 BRS 201 Christian Doctrines  
 BRS 203 Apologetics  
 LNG 101 Expository Writing  
 LNG 110 Oral Communication  
 LNG 102 Elementary Biblical Greek I  
 LNG 103 Elementary Biblical Greek II  
 LNG 104 Elementary Biblical Hebrew I  
 LNG 105 Elementary Biblical Hebrew II  
 HUM 201 Ancient World  
 HUM 202 Medieval&Renaissance Europe  
 HUM 203 Modern Era  
 MAT 102 Statistics and Data Science  
 IGA 401 Global Poverty & World Change

### Major (54 credits)

*Required for Major:*

BRS 202 Topics in Biblical Theology  
 BRS 208 Evangelism  
 BRS 221 History of Early Christ. Theology  
 BRS 222 Hist. of Modern Christ. Theology  
 BRS 304 Ministry of the Word  
 BRS 403 Capstone Project (12 hours)

*Required for Exegesis Track:*

LNG 201 Intermediate Biblical Greek  
 LNG 203 Intermediate Biblical Hebrew  
 LNG 306 Exegesis of the Hebrew Bible  
 LNG 307 Greek Exegesis of Mark  
 LNG 305 Pauline Epistles in Greek **OR**  
 LNG 402 Advanced Koine Readings  
 BRS 420 New Testament Use of Old Test.  
 1 Book or Corpus Study from list below

*Choose 2 BRS or LNG electives, such as:*

BRS 120 Intro to Hymnology  
 BRS 207 Intro to Biblical Counseling  
 BRS 205 Islam  
 BRS 206 Judaism  
 BRS 209 Comparative World Religions  
 BRS 210 Intro to Missiology  
 BRS 303 Marriage & Family Counseling  
 BRS 305 Problems in Biblical Counseling  
 BRS 311 Book Study: Isaiah\*  
 BRS 312 Corpus Study: Wisdom Lit\*  
 BRS 313 Book Study: Genesis\*  
 BRS 315 Book Study: Acts\*  
 LNG 301 Introduction to Linguistics

*\* Exegesis students must choose at least one book or corpus study as an elective.*

### Electives or minor

18 credits

## Sample Schedule for BRS Major in the Exegesis Track

### First Year

LNG 101 Expository Writing	HUM 201 Ancient World (4)
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	LGN 110 Oral Communication
MAT 102 Statistics and Data Science	BRS 203 Apologetics
BRS 101 Fundamental Texts of Christianity	<b>LGN 202 Topics in Biblical Theology</b>
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

### Second Year

HUM 202 Medieval & Renaissance Europe	HUM 203 Modern Era
LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
<b>LNG 201 Intermediate Biblical Greek</b>	BRS 201 Christian Doctrines
<b>BRS 221 Hist. of Early Christ. Theology</b>	<b>BRS 222 Hist. of Modern Christ. Theology</b>
<b>Major/Minor/Concentration/Electives (3)</b>	<b>LNG 307 Greek Exegesis of Mark</b>
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

### Third Year

<b>LNG 203 Intermediate Biblical Hebrew</b>	<b>LNG 306 Exegesis of the Hebrew Bible</b>
<b>LNG 305 Pauline Epistles in Greek</b>	<b>BRS 208 Evangelism</b>
<b>LNG 311 Book Study: Isaiah</b>	<b>Major/Minor/Concentration/Electives (9)</b>
<b>Major/Minor/Concentration/Electives (6)</b>	
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

### Fourth Year

<b>BRS 304 Ministry of the Word</b>	IGA 401 Global Poverty and World Change
<b>BRS 420 New Testament Use of Old Testament</b>	<b>BRS 403 Capstone Project (12 hours)</b>
<b>Major/Minor/Concentration/Electives (9)</b>	
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

## Required Courses

### Sattler Core Courses (48 credits)

BIO 101 Principles of Biology  
 BRS 101 Fund. Texts of Christianity  
 BRS 201 Christian Doctrines  
 BRS 203 Apologetics  
 LNG 101 Expository Writing  
 LNG 110 Oral Communication  
 LNG 102 Elementary Biblical Greek I  
 LNG 103 Elementary Biblical Greek II  
 LNG 104 Elementary Biblical Hebrew I  
 LNG 105 Elementary Biblical Hebrew II  
 HUM 201 Ancient World  
 HUM 202 Medieval&Renaissance Europe  
 HUM 203 Modern Era  
 MAT 102 Statistics and Data Science  
 IGA 401 Global Poverty & World Change

### Major (54 credits)

*Required for Major:*

BRS 202 Topics in Biblical Theology  
 BRS 208 Evangelism  
 BRS 221 History of Early Christ. Theology  
 BRS 222 Hist. of Modern Christ. Theology  
 BRS 304 Ministry of the Word  
 BRS 403 Capstone Project (12 hours)

*Required for Ministry Track:*

BRS 207 Intro to Biblical Counseling  
 BRS 210 Intro to Missiology  
 IGA 201 Peacemaking  
 2 Book or Corpus Studies from list below  
 1 World Religion course from list below  
 1 Counseling course from the list below

*Choose 2 BRS or LNG Electives, such as:*

BRS 120 Intro to Hymnology  
 BRS 204 Intro to Clinical Counseling  
 BRS 205 Islam†  
 BRS 206 Judaism†  
 BRS 209 Comparative World Religions†  
 BRS 303 Marriage & Family Counseling  
 BRS 305 Problems in Biblical Counseling  
 BRS 311 Book Study: Isaiah^  
 BRS 312 Corpus Study: Wisdom Lit^  
 BRS 313 Book Study: Genesis^  
 BRS 315 Book Study: Acts^  
 BRS 420 New Testament Use of Old Test.  
 LNG 201 Intermediate Biblical Greek  
 LNG 203 Intermediate Biblical Hebrew

*†Ministry students must choose at least one course in a world religion as an elective.*

*^ Ministry students must choose at least two book or corpus studies as electives.*

### Electives or minor

18 credits

## Sample Schedule for BRS Major in the Ministry Track

### First Year

LNG 101 Expository Writing  
 LNG 102 Elementary Biblical Greek I  
 BIO 101 Principles of Biology  
 MAT 102 Statistics and Data Science  
 BRS 101 Fundamental Texts of Christianity  
*Total Credits: (16)*

HUM 201 Ancient World (4)  
 LNG 103 Elementary Biblical Greek II  
 LGN 110 Oral Communication  
 BRS 203 Apologetics  
**BRS 208 Evangelism**  
*Total Credits (16)*

### Second Year

HUM 202 Medieval & Renaissance Europe  
 LNG 104 Elementary Biblical Hebrew I  
**BRS 202 Topics in Biblical Theology**  
**IGA 201 Peacemaking**  
**BRS 221 Hist. of Early Christ. Theology**  
*Total Credits: (15)*

HUM 203 Modern Era  
 LNG 105 Elementary Biblical Hebrew II  
 BRS 201 Christian Doctrines  
**BRS 207 Intro to Biblical Counseling**  
**BRS 222 Hist. of Modern Christ. Theology**  
*Total Credits (15)*

### Third Year

**BRS 205 Islam**  
**BRS 210 Intro to Missiology**  
**LNG 203 Intermediate Biblical Hebrew**  
**Major/Minor/Concentration/Electives (6)**  
*Total Credits: (15)*

**BRS 309 Life Together**  
**BRS 310 Corpus Study: Wisdom Lit**  
**BRS 315 Book Study: Acts**  
**Major/Minor/Concentration/Electives (6)**  
*Total Credits (15)*

### Fourth Year

**BRS 304 Ministry of the Word**  
**BRS 420 New Testament Use of Old Testament**  
**Major/Minor/Concentration/Electives (9)**  
*Total Credits: (15)*

IGA 401 Global Poverty and World Change  
**BRS 412 Capstone Project (12 hours)**  
*Total Credits (15)*

# History

Program Coordinator: Dr. Hans Leaman

## **Bachelor of Arts in History**

The history major trains students in the disciplines of historical investigation, analysis and writing. Through history courses, Sattler College students will observe and interpret the cultural values that have shaped the diverse societies of the world and thereby develop their abilities to act as engaged and thoughtful members of the global church. The program includes instruction in historiography and historical research methods and studies of specific periods, issues, and cultures. Students trained in history are well equipped for careers in teaching, journalism, historic preservation, and public history work within museums, libraries, archives, and other institutions concerned with preserving and researching the past.

### *Program Learning Outcomes*

The student majoring in History will:

1. Build a robust body of historical knowledge about past societies.
2. Evaluate the trustworthiness of documentary and testimonial evidence.
3. Analyze social problems by factoring economic, environmental, religious, political and cultural spheres of life, accounting for individual human agency to change circumstances as well as its limits.
4. Apply analytical and argumentative skills in written and oral communication.
5. Critically assess public memorializations of the past and the values that they are meant to instill or perpetuate, and generate ideas for new roles for historical memory and analysis in public life.

### **Minor in History**

The History minor offers students majoring in other fields a chance to develop their interests in History. The minor requires 18 credit hours beyond the HUM core requirements, including at least 6 hours in US history, 6 hours in non-US history, and 3 hours in Historical Methods.

## Required Courses

### Sattler Core Courses (46 credits)

BIO 101 Principles of Biology  
 BRS 101 Fund. Texts of Christianity  
 BRS 201 Christian Doctrines  
 BRS 203 Apologetics  
 LNG 101 Expository Writing  
 LNG 110 Oral Communication  
 LNG 102 Elementary Biblical Greek I  
 LNG 103 Elementary Biblical Greek II  
 LNG 104 Elementary Biblical Hebrew I  
 LNG 105 Elementary Biblical Hebrew II  
 HUM 201 Ancient World  
 HUM 202 Med. & Renaissance Europe  
 HUM 203 Modern Era  
 MAT 102 Statistics and Data Science  
 IGA 401 Global Poverty & World Change

### Major (45 credits)

Required Courses (15 Credit Hours):  
 HIS 400 Sen. Seminar: Historiography  
 HIS 403 Capstone Project I  
 HIS 409 Capstone Project II

Other History/Cross-Listed Courses  
 (30 Credit Hours):

Within these 30 credits, majors must enroll in History or Cross-Listed courses that meet the following distribution requirements\*:

Regions:

- 1 in European History
- 2 in North American History
- 2 in Non-Western History

Chronology:

- 2 in Pre-Modern History (before 1500)
- 2 in Early Modern History (1500-1800)
- 2 in Modern History (1800-Present)

Methods:

- 2 Designated "Historical Methods" seminars

\*Courses may fulfill a distribution requirement for two categories at once, with approval of the History faculty advisor. These requirements are in addition to the Core Curriculum classes in the Western intellectual tradition.

### Electives or minor

29 credits

## Sample Schedule

### First Year

LNG 101 Expository Writing	HUM 201 Ancient World (4)
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	LNG 110 Oral Communication
MAT 102 Statistics and Data Science	BRS 203 Apologetics
BRS 101 Fundamental Texts of Christianity	<b>HIS Major/Minor/Elective (3)</b>
<i>Total Credits: (15)</i>	<i>Total Credits (16)</i>

### Second Year

HUM 202 Medieval & Renaissance Europe	HUM 203 Modern Era
LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
<b>HIS Major/Minor/Electives (9)</b>	BRS 201 Christian Doctrines
<i>Total Credits: (15)</i>	<b>HIS Major/Minor/Electives (6)</b>
	<i>Total Credits (15)</i>

### Third Year

<b>HIS Major/Minor/Electives (15)</b>	<b>Study Abroad OR</b>
<i>Total Credits: (15)</i>	<b>HIS Major/Minor/Electives (15)</b>
	<i>Total Credits (15)</i>

### Fourth Year

<b>HIS 401 Senior Seminar</b>	IGA 401 Global Poverty & World Change
<b>HIS 403 Capstone Project I (3)</b>	<b>HIS 409 Capstone Project (9 credits)</b>
<b>HIS Major/Minor/Electives (9)</b>	<b>HIS Major/Minor/Elective (3)</b>
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

### **Sample of Prospective History Major Electives** (not all classes may be offered)

#### Regions - European

HIS 215 Modern Germany, 1918-Present  
 HIS 216 Eastern Europe, 1863-Present  
 HIS 314 Early Modern Historical Drama  
 HIS 317 19<sup>th</sup> Cent. Russian Hist. and Lit.

#### Regions - North American

HIS 221 Race and Religion in American Life  
 HIS 235 Canadian History and Literature  
 HIS 323 African-American Religious History  
 HIS 331 Crime & Punishment in Am. History  
 HIS 334 Immigr. History of the US & Canada

#### Regions - Non-Western

HIS 250 Ancient Empires of the Middle East  
 HIS 254 Modern Middle East  
 HIS 265 East Asia, 1850 to Present  
 HIS 272 Modern India  
 HIS 245 Modern Latin America

#### Chronology - Pre-Modern

HIS 205 Late Antiquity  
 HIS 206 Medieval English Hist. and Lit.  
 HIS 208 The Renaissance & Age of Exploration  
 HIS 305 The High Middle Ages  
 HIS 360 Ancient and Imperial China

#### Chronology - Early Modern

HIS 220 Early American History  
 HIS 240 Colonial Latin America  
 HIS 310 Reformation Europe, 1500-1650  
 HIS 311 Early Modern England

#### Chronology - Modern

HIS 256 Post-Colonial Africa  
 HIS 265 East Asia, 1850 to Present  
 HIS 330 American Legal History  
 HIS 334 Immigr. History of the US & Canada  
 HIS 396 History of Christian Missions

#### Historical Methods

HIS 380 Migration and Diaspora Studies  
 HIS 381 History of the City  
 HIS 390 Biography  
 HIS 392 Public History  
 HIS 395 Diplomatic History

# Business

Program Coordinator: Dr. Benjamin Harris

## **Bachelor of Science in Business**

The business major is designed to launch students as Christian business leaders: firm in their convictions and equipped with the skills necessary to start a company providing social benefit, lead a family business, or serve Kingdom purposes at a larger organization. Courses are built around small class sizes and are led by professors who provide students the benefit of both real business experience and academic credentials. Professors support students as they develop the capabilities needed to grow, adapt, and lead in an ever-changing business world.

### *Program Learning Outcomes*

The student majoring in Business will:

1. Present persuasive oral and written cases for business decisions.
2. Demonstrate effectiveness in leading, using and participating in teams.
3. Create effective business networks using various platforms to create contacts with practitioners, employers and mentors.
4. Assemble and analyze information from disparate sources to create new understandings and solutions to unanticipated problems.
5. Integrate conventional management science with their Christian beliefs, in real-world settings with both Christian and non-Christian colleagues.
6. Create a five-year life plan built on research in their areas of interest.

### **Minor in Business**

The Business minor allows students in non-business majors to supplement their education with a better understanding of business concepts and provides a broad exposure to the knowledge and skills needed to succeed in business. The minor requires 18 credit hours.

## Required Courses

### Sattler Core Courses (46 credits)

BIO 101 Principles of Biology  
BRS 101 Fund. Texts of Christianity  
BRS 201 Christian Doctrines  
BRS 203 Apologetics  
LNG 101 Expository Writing  
LNG 110 Oral Communication  
LNG 102 Elementary Biblical Greek I  
LNG 103 Elementary Biblical Greek II  
LNG 104 Elementary Biblical Hebrew I  
LNG 105 Elementary Biblical Hebrew II  
HUM 201 Ancient World  
HUM 202 Med. & Renaissance Europe  
HUM 203 Modern Era  
MAT 102 Statistics and Data Science  
IGA 401 Global Poverty & World Change

### Major (57 credits)

BUS 101 Survey of 21<sup>st</sup>-Century Business  
BUS 103 Introduction to Accounting  
BUS 201 Principles of Micro and Macroeconomics  
BUS 202 Data Management and Business Analytics  
BUS 203 Accounting for Decision Making  
BUS 204 Introduction to Marketing  
BUS 205 Legal Foundations of Business  
BUS 206 Organizational Behavior  
BUS 301 Introduction to Finance  
BUS 302 Advances in Data  
BUS 303 Leadership and Management  
BUS 304 Digital Marketing and Analysis  
BUS 305 Business Operations Management  
BUS 306 Entrepreneurship  
BUS 314 Developmental Economics  
BUS 390 Business Practicum  
BUS 406 Capstone Project (9 credits)  
BUS 420 Microfinance  
BUS 421 Business Strategy

### Electives or minor

17 credits (18 credits for minor)

## Sample Schedule

### First Year

LNG 101 Expository Writing	HUM 201 Ancient World (4)
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	LNG 110 Oral Communication
MAT 102 Statistics and Data Science	<b>BUS 101 Survey of 21<sup>st</sup> Century Business</b>
BRS 101 Fundamental Texts of Christianity	<b>BUS 103 Introduction to Accounting</b>
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

### Second Year

HUM 202 Medieval & Renaissance Europe	HUM 203 Modern Era
LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
<b>BUS 201 Micro and Macroeconomics</b>	BRS 201 Christian Doctrines
<b>BUS 202 Data Mgmt and Business Analytics</b>	<b>BUS 204 Intro to Marketing</b>
<b>BUS 203 Accounting for Decision Making</b>	<b>BUS 206 Organizational Behavior</b>
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

### Third Year

<b>BUS 301 Introduction to Finance</b>	BRS 203 Apologetics
<b>BUS 302 Advances in Data</b>	<b>BUS 303 Leadership and Management</b>
<b>BUS 305 Business Operations Mgmt</b>	<b>BUS 304 Digital Marketing and Analytics</b>
Major/Minor/Electives (6)	<b>BUS 205 Legal Foundations of Business</b>
<i>Total Credits: (15)</i>	Major/Minor/Elective (3)
	<i>Total Credits (15)</i>

(The summer preceding senior year is normally occupied with **BUS 390 Business Practicum.**)

### Fourth Year

<b>BUS 306 Entrepreneurship</b>	IGA 401 Global Poverty & World Change
<b>BUS 403 Capstone Project (3)</b>	<b>BUS 406 Capstone Project (6)</b>
<b>BUS 420 Microfinance</b>	<b>BUS 421 Business Strategy</b>
Major/Minor/Elective (6)	Major/Minor/Elective (3)
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

# Computer Science

Program Coordinator: Dr. Derrick Tate

## Bachelor of Science in Computer Science

The computer science major develops students' breadth of knowledge across the discipline of computer science while exposing students to the many links between computer science and other fields. The program consists of core subjects in computer science including programming languages, software engineering and development, algorithms, data structures, complexity, and the mathematical foundations of computer science, followed by specialization and an interdisciplinary capstone experience. The program prepares students for careers in software engineering, research and development, and for graduate studies.

### *Program Learning Outcomes*

The student majoring in Computer Science will:

1. Apply principles of user-focused design to identify needs, propose concepts, develop, and test software-based solutions.
2. Critically use systems-level thinking, abstraction, modeling, mathematics, and data as appropriate to analyze and assess open-ended software systems.
3. Work and communicate effectively, both individually and as part of a team.
4. Critically assess the ethical, social, cultural, and anthropological impact of software systems and take appropriate action.
5. Identify and evaluate the commercial and economic context in software development and innovation.
6. Critically formulate and articulate an individual and personal vision about computer science based upon experience and reflection.
7. Demonstrate a capacity for independent learning in a subarea of computer science.

### **Minor in Computer Science**

The Computer Science minor prepares the student to succeed in a highly digital world and make effective use of computer science concepts and computing technology in your future career. The minor requires 18 credit hours. The required courses for the Computer Science minor are:

- CS 101: Introduction to Computer Science
- CS 201: Human-Computer Interaction
- CS 307: Artificial Intelligence
- CS 308: Christian Ethics for a Digital Age
- Choice of two courses (6 credits) from Computer Science electives

## Required Courses

### Sattler Core Courses (46 credits)

BIO 101 Principles of Biology  
BRS 101 Fund. Texts of Christianity  
BRS 201 Christian Doctrines  
BRS 203 Apologetics  
LNG 101 Expository Writing  
LNG 110 Oral Communication  
LNG 102 Elementary Biblical Greek I  
LNG 103 Elementary Biblical Greek II  
LNG 104 Elementary Biblical Hebrew I  
LNG 105 Elementary Biblical Hebrew II  
HUM 301 Global Christianity  
HUM 201 Ancient World  
HUM 202 Medieval & Renaissance Europe  
HUM 203 Modern Era  
MAT 102 Statistics and Data Science  
IGA 401 Global Poverty & World Change

### Major (60 credits)

CS 101 Introduction to Computer Science  
CS 102 Introduction to Algorithms  
CS 202 Object-Oriented Design  
CS 203 Computer Systems  
CS 207 Discrete Math  
CS 208 Program Design  
CS 302 Networks and Security  
CS 303 Programming Languages  
CS 304 Software Engineering  
CS 307 Artificial Intelligence  
CS 308 Ethics in a Digital Age  
CS 420 Systems & Parallel Programming  
CS 421 Complexity and Computation

#### Specialization (9 credits)

CS 201 Human-Computer Interaction  
CS 310 Data Analytics  
CS 422 Machine Learning

#### Capstone Sequence (12 credits)

CS 402 Independent Study  
CS 403b Capstone Project I  
CS 406c Capstone Project II (6 credits)

### Electives or minor

14 credits (18 credits for minor)

## Sample Schedule

### First Year

LNG 101 Expository Writing	HUM 201 Ancient World (4)
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	LNG 110 Oral Communication
MAT 102 Statistics and Data Science	<b>CS 101 Introduction to Computer Science</b>
BRS 101 Fundamental Texts of Christianity	<b>CS 207 Discrete Math</b>
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

### Second Year

HUM 202 Medieval & Renaissance Europe	HUM 203 Modern World
LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
<b>CS 102 Introduction to Algorithms</b>	BRS 201 Christian Doctrines
<b>CS 202 Object-Oriented Design</b>	<b>CS 203 Computer Systems</b>
<b>CS 208 Program Design</b>	<b>CS 308 Ethics for a Digital Age</b>
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

### Third Year

<b>CS 310 Data Analytics</b>	BRS 203 Apologetics
<b>CS 303 Programming Languages</b>	<b>CS 201 Human-Computer Interaction</b>
<b>CS 307 Artificial Intelligence</b>	<b>CS 304 Software Engineering</b>
<b>Major/Minor/Electives (6)</b>	<b>CS 402 Independent Study</b>
<i>Total Credits: (15)</i>	<b>Major/Minor/Elective (3)</b>
	<i>Total Credits (15)</i>

### Fourth Year

<b>CS 302 Networks and Security</b>	IGA 401 Global Poverty & World Change
<b>CS 403 Capstone Project I (3)</b>	<b>CS 406 Capstone Project II (6)</b>
<b>CS 420 Systems and Parallel Programming</b>	<b>CS 421 Complexity and Computation</b>
<b>CS 422 Machine Learning</b>	Minor/Elective (3)
Minor/Elective (3)	<i>Total Credits (15)</i>
<i>Total Credits: (15)</i>	

# Human Biology

Program Coordinator: Dr. Beth Zucconi Bennett

## **Bachelor of Science in Human Biology**

The human biology major is designed to provide students with a rigorous foundation in biological sciences. This program prepares students to pursue advanced training in professional and graduate programs, including schools of medicine, dentistry, pharmacy, physician assistant, occupational therapy, physical therapy, nursing, and biomedical research.

### *Program Learning Outcomes*

The student majoring in Human Biology will:

1. Demonstrate knowledge of biological systems from the molecular, cellular, organismal, and ecosystem perspectives integrating information derived from chemistry, biochemistry, and physics.
2. Demonstrate the technical and analytical skills required for employment or graduate level education in biology or biology-related careers.
3. Effectively communicate scientific data and ideas to a diversity of audiences in written, oral, and graphic formats using appropriate scientific terminology.
4. Use scientific reasoning to access, interpret, analyze, and synthesize data.
5. Demonstrate expertise in the scientific method, including experimental design and critical assessment of the scientific literature.
6. Apply biblical and ethical standards for all aspects of biological scientific endeavors, including the responsible conduct of scientific research and its applications.

### **Minor in Human Biology**

The Human Biology minor adds a biological science focus to a student's program of study and provides a general understanding of foundational biological concepts for non-biology majors. The minor requires 18 credit hours in addition to BIO 101.

## Required Courses

### Sattler Core Courses (46 credits)

BIO 101 Principles of Biology  
BRS 101 Fund. Texts of Christianity  
BRS 201 Christian Doctrines  
BRS 203 Apologetics  
LNG 101 Expository Writing  
LNG 110 Oral Communication  
LNG 102 Elementary Biblical Greek I  
LNG 103 Elementary Biblical Greek II  
LNG 104 Elementary Biblical Hebrew I  
LNG 105 Elementary Biblical Hebrew II  
HUM 201 Ancient World  
HUM 202 Medieval&Renaissance Europe  
HUM 203 Modern Era  
MAT 102 Statistics and Data Science  
IGA 401 Global Poverty & World Change

### Major (69-78 credits)

BIO 191 Principles of Biology Lab (1)  
BIO 201 Genetics and Genomics  
BIO 202 Microbiology & Lab (4)  
BIO 203 Advanced Molecular Biology  
BIO 204 Biochemistry  
BIO 210 Anatomy and Physiology I  
BIO 211 Anatomy and Physiology II  
BIO 301 Immunology  
BIO 310 Human Pathophysiology  
BIO 401 Human Biology Senior Seminar  
BIO 390 Undergraduate Research OR  
BIO 402 Independent Study  
BIO 412 Capstone Project (12)  
CHM 101 General Chemistry I  
CHM 191 General Chemistry I Lab (1)  
CHM 102 General Chemistry II  
CHM 192 General Chemistry II Lab (1)  
CHM 201 Organic Chemistry I  
CHM 291 Organic Chemistry I Lab (1)  
CHM 202 Organic Chemistry II  
CHM 292 Organic Chemistry II Lab (1)  
PSY 101 Introduction to Psychology

Choose 2 of the following BIO electives:

BIO 302 Introduction to Neuroscience  
BIO 303 Bioethics  
BIO 304 Computational Biology  
BIO 305 Pharmacology and Drug Design

Required for Pre-medical preparation:

MAT 103 Introduction to Calculus  
PHY 101 Physics I  
PHY 102 Physics II

### Electives or minor

5 or fewer credits

## Sample Schedule for BIO Major in Pre-Med Track (Consult Program Coordinator for Samples for other Areas of Interest)

### First Year

LNG 101 Expository Writing	HUM 201 Ancient World (4)
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	LNG 110 Oral Communication
MAT 102 Statistics and Data Science	<b>BIO 201 Genetics &amp; Genomics</b>
BRS 101 Fundamental Texts of Christianity	<b>MAT 103 Introduction to Calculus (4)</b>
<i>Total Credits: (16)</i>	<i>Total Credits (17)</i>

(The summer preceding the sophomore year is normally occupied with research.)

### Second Year

HUM 202 Medieval & Renaissance Europe	HUM 203 Modern Era
LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
<b>BIO 202 Microbiology &amp; Lab (4)</b>	BRS 201 Christian Doctrines
<b>CHM 101 General Chemistry I &amp; Lab (4)</b>	<b>CHM 102 General Chemistry II &amp; Lab (4)</b>
<b>PSY 101 Intro to Psychology</b>	<b>BIO 301 Immunology</b>
<i>Total Credits: (17)</i>	<i>Total Credits (16)</i>

(The summer preceding the junior year is normally occupied with research.)

### Third Year

<b>201 Organic Chemistry I &amp; Lab (4)</b>	<b>CHM 202 Organic Chemistry II &amp; Lab (4)</b>
<b>PHY 101 Physics I</b>	<b>PHY 102 Physics II</b>
<b>BIO 210 Anatomy &amp; Physiology I</b>	<b>BIO 211 Anatomy &amp; Physiology II</b>
<b>BIO 203 Advanced Molecular Biology</b>	<b>BIO 204 Biochemistry</b>
<b>BIO Elective</b>	BRS 203 Apologetics
<i>Total Credits: (17)</i>	<i>Total Credits (17)</i>

### Fourth Year

<b>BIO 401 Human Biology Senior Seminar</b>	IGA 401 Global Poverty and World Change
<b>BIO 402 Independent Study</b>	<b>BIO 412 Capstone Project (12 hours)</b>
<b>BIO 310 Human Pathophysiology</b>	
<b>BIO Elective</b>	
<i>Total Credits: (12)</i>	<i>Total Credits (15)</i>

CHM

# Certificates

## Certificate in Biblical and Religious Studies

Advisor: Mr. David Eicher

The one-year (26-credit hour) Certificate in Biblical and Religious Studies is designed for Christians who seek a basic knowledge of both the Old and New Testaments to be equipped for kingdom work in their local churches and beyond. Students study the Bible, learn about the basic themes, issues, and schools-of-thought in Christian theology, study New Testament Greek, and develop the tools to integrate biblical knowledge with discerning analysis of contemporary world issues, scientific developments, and statistics-laden news. Students can choose an elective related to biblical and religious studies to customize their programs. Course content has practical applications in work, church, and personal settings. In addition to course content, students will participate in Sattler's small-group discipleship program.

### Learning Outcomes

The Certificate student will

1. Demonstrate knowledge of biblical content
2. Explain key doctrines of the Bible in basic terms
3. Properly interpret and apply the Bible
4. Evidence foundational knowledge of one Biblical language
5. Grow in Christian discipleship and lifestyle
6. Communicate effectively both in writing and speech

### Required Courses

BRS 101 Fund. Texts of Christianity  
BRS 201 Christian Doctrines  
BRS 2 Electives  
LNG 101 Expository Writing  
LNG 102 Elementary Biblical Greek I\*  
LNG 103 Elementary Biblical Greek II\*  
+ 1 Unrestricted Elective

### Sample Schedule

#### First Year

BRS 101 Fundamental Texts of Christianity  
LNG 102 Elementary Biblical Greek I\*  
BRS **Elective (3)** (e.g. Biblical Theology)  
LNG 101 Expository Writing  
JGB 101 Discipleship Lab

*Total Credits: (13)*

BRS 201 Christian Doctrines  
LNG 103 Elementary Biblical Greek II\*  
BRS **Elective (3)** (e.g. Book Study)  
**Elective (3)** (e.g. Oral Comm or Apologetics)  
JGB 102 Discipleship

*Total Credits (13)*

\* Students who demonstrate competence in Biblical Greek may elect to take Biblical Hebrew in its place.

## Certificate in Liberal Arts

Advisor: Mr. David Eicher

The one-year (26-credit hour) Certificate in Liberal Arts is designed for student who seek an introductory experience in Christian higher education. The Certificate requires training in one biblical language and a foundational course on the texts of the Old and New Testaments, as well as courses sharpening students' skills in written and oral communication and scientific analysis. But it affords opportunity to sample more academic fields of study than the Certificate in Biblical and Religious Studies through two general electives. Students develop skills to integrate biblical knowledge with discerning analysis of contemporary world issues, scientific developments, and statistics-laden news. In addition to course content, students will participate in Sattler's small-group discipleship program.

### *Learning Outcomes*

The Certificate student will

1. Communicate effectively both in writing and speech
2. Assess empirical claims and data with scientific analysis
3. Demonstrate knowledge of biblical content
4. Evidence foundational knowledge of one Biblical language
5. Grow in Christian discipleship and lifestyle

### Required Courses

BRS 101 Fund. Texts of Christianity  
LNG 101 Expository Writing  
LNG 110 Oral Communication  
LNG 102 Elementary Biblical Greek I\*  
LNG 103 Elementary Biblical Greek II\*  
BIO 101 Principles of Biology

### Sample Schedule

#### First Year

LNG 101 Expository Writing	LNG 110 Oral Communication
LNG 102 Elementary Biblical Greek I*	LNG 103 Elementary Biblical Greek II*
BRS 101 Fundamental Texts of Christianity	<b>Elective (3)</b>
BIO 101 Principles of Biology	<b>Elective (3)</b>
JGB 101 Discipleship Lab	JGB 102 Discipleship

*Total Credits: (13)*

*Total Credits (13)*

\* Students who demonstrate competence in Biblical Greek may elect to take Biblical Hebrew in its place.

## Degree Completion after Certificate

Students who successfully complete the one-year Certificate in Liberal Arts or the Certificate in Biblical and Religious Studies at Sattler may elect to transfer into the BA or BS major programs and complete their degree in three subsequent academic years. The following chart shows a sample schedule for a student who completes a Certificate in Biblical and Religious Studies, enrolling in Evangelism and Apologetics as Certificate electives, and subsequently pursues a BA in Biblical and Religious Studies.

### *Sample Degree Completion Schedule (BRS Major with Interests in Ministry)*

#### Second Year

LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
MAT 102 Statistics and Data Science	HUM 201 Ancient World
BIO 101 Principles of Biology	<b>BRS 207 Intro to Biblical Counseling</b>
<b>BRS 202 Topics in Biblical Theology</b>	<b>BRS 316 Book Study: John</b>
<b>Major/Minor/Concentration/Elective</b>	<b>Major/Minor/Concentration/Elective</b>
JGB 201 Discipleship	JGB 202 Discipleship
<i>Total Credits: (16)</i>	<i>Total Credits (17)</i>

#### Third Year

HUM 202 Medieval & Renaissance Europe	HUM 203 Modern Era
<b>BRS 221 Hist. of Early Christ. Theology</b>	<b>BRS 222 Hist. of Modern Christ. Theology</b>
<b>BRS 210 Intro to Missiology</b>	<b>BRS 305 Problems in Biblical Counseling</b>
<b>BRS 205 Islam</b>	<b>BRS 311 Book Study: Isaiah</b>
<b>Major/Minor/Concentration/Electives (6)</b>	<b>Major/Minor/Concentration/Electives (6)</b>
JGB 301 Discipleship	JGB 302 Discipleship
<i>Total Credits: (19)</i>	<i>Total Credits (19)</i>

#### Fourth Year

<b>BRS 304 Ministry of the Word</b>	IGA 401 Global Poverty & World Change
<b>Major/Minor/Concentration/Electives (12)</b>	<b>BRS 403 Capstone Project (12)</b>
JGB 401 Discipleship	JGB 402 Discipleship
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

# Course Descriptions

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All courses are three credit hours unless otherwise specified.

## Biology

### BIO 101 The Principles of Biology

*Offered Fall 2024: Finny Kurwilla*

This course covers biology at the molecular and cellular levels. The first part of the course covers the central dogma of molecular biology, chemical properties of macromolecules (DNA, RNA, lipids, carbohydrates, and proteins), the cell cycle, DNA replication, transcriptional regulation, RNA processing, translational regulation, and signaling networks. The second part of the course covers evolutionary biology, mitosis and meiosis, and Mendelian genetics.

### BIO 191 Lab for BIO 101

*Pre-requisites: BIO 101*

*Credit Hours: 1*

Optional accompaniment to BIO 101, to be taken at an external accredited institution. Offers students the opportunity to learn about proper experimental design in biology and the limits of an experiment. Includes observing and testing the structure and function of unicellular organisms and the characteristics of biological molecules such as DNA, RNA, and proteins (such as through gel electrophoresis including northern blots and western blots).

### BIO 201 Genetics and Genomics

*Offered Spring 2024: Nelson Chepkwony*

*Pre-requisites: BIO 101*

This course provides an introduction to modern eukaryotic and bacterial genetics. Topics include Mendelian principles, linkage disequilibrium, inheritance of complex traits, developmental genetics, epigenetics, population genetics, copy-number variation, genome sequencing, higher-order genetic regulation (lncRNAs, miRNAs), and the genetic basis of cancer.

### BIO 202 Microbiology

*Offered Fall 2024: Nelson Chepkwony*

*Pre-requisites: BIO 101*

The course covers viruses, bacteria, and parasites, and their defense. This includes principles of pathogenesis, microbial genetics, antimicrobial therapy, microbe-habitat interactions, and relevance to human disease. The latter part of the course covers various infectious diseases—especially those that pose challenges in the developing world—including their causes, symptoms and treatment.

### BIO 202L Microbiology Lab

*Pre-requisites: BIO 101, Concurrent with BIO 202*

*Credit Hours: 1*

Accompanies BIO 202 for laboratory experience.

### BIO 203 Advanced Molecular Biology

*Offered Fall 2024: Beth Bennett and Nelson Chepkwony*

*Pre-requisites: BIO 202 and CHM 101*

Starting with thermodynamics, this course serves as an in-depth study of the structure and function of the basic biomolecules including nucleic acids, proteins, lipids, and saccharides. This includes understanding the methods used to isolate and study specific biomolecules and the interpretation of data resulting from these techniques. The course concludes with enzymology, including kinetics and types of inhibition. The course will include critical analysis of recent research papers, in areas such as protein and nucleic acid structure and function.

### BIO 204 Biochemistry

*Offered Spring 2025: Beth Bennett*

*Pre-requisites: BIO 203 and CHM 201*

The course thoroughly digests the metabolism of all biomolecules, and the regulation and integration thereof, on a molecular and systemic level, including applications to human disease. Assignments will include critically reading papers from modern research literature and presentations by students to the class on selected topics.

### BIO 210 Anatomy and Physiology I

*Offered Fall 2024: Nelson Chepkwony*

*Pre-requisites: BIO 101*

Anatomy and physiology is a cornerstone of many courses in health and medicine. This course will serve as an introduction to the various systems of the human body. We will comprehensively survey intracellular function, tissue types, the integumentary system, skeletal tissue and the human skeleton, joints, muscle tissue, and the muscular system, the fundamentals of nervous tissue, the nervous system, and the endocrine system.

### BIO 210L Anatomy and Physiology I Lab

*Pre-requisites: BIO 101, Concurrent with BIO 210*

*Credit Hours: 1*

Accompanies BIO 210 for laboratory experience.

### BIO 211 Anatomy and Physiology II

*Offered Spring 2025: Nelson Chepkwony*

*Pre-requisites: BIO 101 and BIO 210*

Continuation of Anatomy and Physiology I. We will survey the cardiovascular system, the lymphatic system, the immune system, the respiratory system, the digestive system, the urogenital system, and the reproductive system.

### BIO 211L Anatomy and Physiology II Lab

*Pre-requisites: BIO 101, Concurrent with BIO 211*

*Credit Hours: 1*

Accompanies BIO 211 for laboratory experience.

### BIO 301 Immunology

*Pre-requisites: BIO 201*

This course serves as a broad overview of the human immune system. Topics include the cells and tissues of the immune system, innate immunity, complement, antigen presentation, cytokine regulation, gene rearrangement during lymphocyte development, antibody generation, the major histocompatibility complex, CD4/8 differentiation and function, B-cell differentiation and function, immune tolerance, allergy, and tumor immunity. The course will include critical analysis of recent research papers, in areas such as cancer immunotherapy or host-pathogen interactions.

### BIO 302 Introduction to Neuroscience

*Offered Spring 2025: Nelson Chepkwony*

*Pre-requisites: BIO 101*

This course is an introduction to the mammalian nervous system, with emphasis on the structure and function of the human brain. Topics include the function of nerve cells, sensory systems, control of movement, learning and memory, and diseases of the brain.

### BIO 303 Bioethics

*Pre-requisites: BIO 101*

This course explores ethical questions that arise in health care and the biological sciences. Issues to be covered include: the just allocation of health-care resources, the responsibilities of doctors to patients, euthanasia, medically-assisted suicide, abortion, and the use of technologies for genetic screening and manipulation. The course will center on moral questions related to decisions made in these spheres and on communication and education in a pluralistic society.

### BIO 304 Computational Biology

*Pre-requisites: BIO 101, CS 101*

This course focuses on the algorithmic and machine learning foundations of computational biology, combining theory with practice. We study the principles of algorithm design for biological datasets, and analyze influential problems and techniques. We use these to analyze real datasets from large-scale studies in genomics and proteomics. The topics covered include (1) Genomes: biological sequence analysis, hidden Markov models, gene finding, RNA folding, sequence alignment, genome assembly; (2) Networks: gene expression analysis, regulatory motifs, graph algorithms, scale-free networks, network motifs, and network evolution.

### BIO 305 Pharmacology and Drug Design

*Pre-requisites: BIO 101, CHM 202*

This course focuses on the following: structure and physical properties of drugs; quantitative structure-activity and dose-response relationships; pharmacokinetics and pharmacodynamics, receptors as determinants of drug action; concepts, analysis and modeling of agonists, antagonists, and receptor mechanisms; signal amplification, selectivity, and regulation; drug absorption, distribution and metabolism; modern approaches to drug design.

### BIO 310 Human Pathophysiology

*Offered Fall 2024: Yasanika Chhalasani*

*Pre-requisites: BIO 201, BIO 202, and BIO 203*

The course teaches principles of human pathophysiology by examining several diseases across a range of organ systems. This includes sickle cell anemia, diabetes mellitus, Wolff-Parkinson-White, Duchenne's muscular dystrophy, breast cancer, HIV, asthma, and hypertensive heart failure.

### BIO 390 Undergraduate Research

*Offered Fall 2024 and Spring 2025: Beth Bennett*

*Pre-requisites: BIO 191 Laboratory*

Under the supervision of a mentor, a student will conduct laboratory research within the biological sciences. Units to be arranged based on the number of hours worked during the semester, ranging from 1 – 3 credit hours.

### BIO 401 Human Biology Senior Seminar

*Offered Fall 2024: Beth Bennett and Nelson Chepkwony*

*Pre-requisites: BIO 202 and Senior standing in the Human Biology major*

The human biology seminar provides students the opportunity to engage in critical engagement of the literature from journals such as Nature, Cell, and Science. An emphasis will be placed on understanding the Materials and Methods section, reproducibility, and the interpretation of experimental data.

### BIO 402 Independent Study

*Offered Fall 2024 and Spring 2025: Beth Bennett*

*Pre-requisites: Senior standing in the Human Biology major*

This course will involve carefully reviewing the literature in an area of the student's interest and formulating a question and hypothesis to be tested. Working carefully with a faculty advisor, the student will identify principal investigators in the Boston area in order to conduct a formal research project during the spring semester. This course requires weekly meetings with a faculty member. Students may be exempt from this course with the demonstration of sufficient research experience.

### BIO 403-12 Capstone Project

*Offered Fall 2024 and Spring 2025: Beth Bennett*

*Pre-requisites: BIO390 or BIO402, and Senior standing in the Human Biology major*

*Credit Hours: 12*

This course is intended to be a laboratory experience in a research environment. The student will work in a research setting at a local university and work on a research team under the guidance of a faculty advisor. The student will present his or her results in a thesis format. If a student has engaged in sufficient research through BIO 390 or summer research, the credit requirement may be reduced.

# Biblical and Religious Studies

## BRS 101 The Fundamental Texts of Christianity: The Old and New Testaments

*Offered Fall 2024: Finny Kuruvilla*

This course is an introduction to the content, interpretation, and theology of both the Old and New Testaments. The overview of the Old Testament (Hebrew Bible) provides students with an appreciation for and cohesive understanding of the major figures, events, and themes of the Old Testament and its foundational relationship to the New Testament. Attention will be given to the character, background, and central themes of the New Testament as a whole, and to the authorship, date, setting, theme, purpose, structure, and general content of its individual books. Special topics include: the New Testament canon; methodologic differences in interpretation between the Protestants and Anabaptists; and soteriology in the early church.

## BRS 120 Introduction to Hymnology

This course introduces students to aspects of the foundational elements of music including harmony, key, melody, musical instruments and voice. The course develops students' abilities to listen effectively, read music notation, sight-read music, and describe materials and processes of music presented in the format of a score. The second half of the course encompasses a study of diverse hymns and emphasizes *a capella* singing in a worshipful and technically accurate manner.

## BRS 201 Christian Doctrines

*Offered Spring 2025: Finny Kuruvilla*

*Pre-requisites: BRS 101*

The course covers doctrines such as the Trinity, theological anthropology, soteriology, hamartiology, eschatology, the Calvinist-Arminian debate, the atonement, baptism, nonresistance, and the Lord's supper. The course concludes with an introduction to Christian ethics and practical applications.

## BRS 202 Topics in Biblical Theology

*Offered Fall 2024: Jesse Scheumann*

*Pre-requisites: BRS 101*

This course provides students with a thorough grounding in the study of biblical theology. Students will study the major biblical promises and covenants that drive the biblical metanarrative, trace the development of major themes through the whole of Scripture, study various hermeneutical issues including prophetic and apocalyptic genre questions, and be introduced to the New Testament's use of the Old Testament.

## BRS 203 Apologetics

*Offered Spring 2025: Staff*

*Pre-requisites: BRS 101*

This course equips students with basic Christian apologetics skills. Topics include the Kalam argument, the anthropic principle, the theodicy problem, epistemological models of apologetics (classical, evidential, presuppositional, and cumulative), the controversy of miracles, the authority of Scripture, biblical harmonization, and responses to objections toward the faith.

## BRS 204 Introduction to Clinical Counseling

*Pre-requisites: BRS 101, PSY 101*

This course addresses practical counseling skills to effectively assist individuals who struggle with addictions, mental health issues, trauma, and complicated relationships. From a biblical and theological perspective, students will learn to apply counseling principles and essential techniques. Skills include building trusting relationships with clients, establishing clear guidelines, therapeutic communication skills, creating awareness in the client, asking effective questions, partnering with the client to design an action plan for change, and managing progress.

## BRS 205 Islam

*Offered Spring 2025: Jesse Scheumann*

*Pre-requisites: BRS 101*

This course is a comprehensive introduction to Islam, beginning with an understanding of the life and environment of Mohammed. Students will read primary Islamic texts such as the Qur'an and Hadith (Sahih alBukhari). The course emphasizes a historical survey of the growth of Islam, including the development and impact of its major schools (Sunni, Shia and Sufi).

## BRS 206 Judaism

*Pre-requisites: BRS 101*

This course is an introduction to Jewish beliefs, practices, and history from the biblical period to the present. Students will gain an overview understanding of the primary sources of Judaism (Talmud and Midrash) and modern Judaism in America, including the major sects: Reform, Orthodox, and Conservative.

## BRS 207 Introduction to Biblical Counseling

*Offered Fall 2024: Angela Lee*

*Pre-requisites: BRS 101*

This course begins with the biblical foundations for counseling and draws distinctions between secular and biblical counseling. It presents a biblical and theological model of personal change, as well as principles and techniques of counseling others. Common issues in counseling will be introduced, including counseling situated in the local church.

## BRS 208 Evangelism

*Offered Spring 2025: Finny Kuruvilla*

*Pre-requisites: BRS 101*

The course teaches principles and models of successful evangelism. Topics include: the study of effective evangelists in history, practical ways to increase one's ability to effectively share the faith, and biblical presentations of the gospel.

## BRS 209 Comparative World Religions

*Pre-requisites: BRS 101*

This course uses a comparative methodology to introduce students to the diversity of faith in the modern world in relation to the historic Christian faith. Students will examine the religious texts and contemporary religious praxis of several world religions. The aims of the course are twofold: 1) to better understand the contemporary global religious landscape, and 2) to bolster evangelistic efforts within a religiously diverse global community.

## BRS 210 Introduction to Missiology

*Offered Fall 2024: John Jones*

*Pre-requisites: BRS 101*

This course introduces students to the theology, history, and practice of missions. Students will study the biblical-theological vision of missions, learn about key moments in the history of missions, and hear directly from various missionaries working across the world today.

## BRS 221 History of Early Christian Theology

*Pre-requisite or Concurrent Course: BRS 101*

This course introduces students to the history of Christian theology and worship by focusing on the first centuries of the church. Students examine the emphases of early church theologians, become familiar with political developments that affected church life and leadership in late antiquity, and draw connections to current debates in Christian faith and practice. For bachelor students, this course constitutes the second unit in the College's Core Curriculum in the Western intellectual tradition. For certificate students, it is an adjunct to "Fundamental Texts of Christianity." Employing primary sources, the course highlights key texts and foundational debates in Christian theology, including Christology, soteriology, ecclesiology, and ethics. It also aims to inspire students to better understand and appreciate historic Christianity, ultimately leading them to glorify God and prosper His Kingdom in their generation.

## BRS 222 History of Modern Christian Theology

*Pre-requisites: BRS 221*

This course is divided into two parts. The first is a survey of theology and related history from the late medieval period until the early 20th century. Influential groups, movements, and leaders will be investigated, noting their contributions and challenges to the Church. Part two will explore critical doctrines of Christian theology. This section will explore topics such as salvation, sacraments, atonement, church structure, wealth, and two kingdoms. Students will analyze and discuss these doctrines from the perspective of historical theology. Students will gain from this course an appreciation for the treasure of faith they have in understanding both the successes and mistakes of those who came before them. Finally, students will explore the process of making theological reflections on contemporary issues by utilizing the ideas, errors, decisions, and heritage of the Church throughout each generation.

## BRS 301 Lives of Selected Christians

*Pre-requisites: BRS 101*

This seminar provides opportunity to research the lives of prominent Christians throughout the centuries, such as Justin Martyr, Perpetua, Peter Valdes, Nicholas von Zinzendorf, Susanna Wesley, Adoniram Judson, Frances Crosby, John Hyde, Amy Carmichael, and Ira Scudder. The objective of this class is to become familiar with the formation and contributions of a diverse group of Christians who have made a significant impact on the world.

### BRS 303 Marriage and Family Counseling

*Pre-requisites: BRS 207*

Specific counseling of premarital, marital, parenting, sibling, and filial relationships will be examined. Students will be trained to address a range of problems including abuse, divorce, neglect, financial mismanagement, conflict, and leaving the faith.

### BRS 304 Ministry of the Word

*Pre-requisites: LNG 101, BRS 201*

This course prepares students for preaching in a congregational setting, speaking on Christian topics, or leading small-group Bible studies. Important principles of preaching, public speaking, and leading Bible studies are covered including crafting exegetical outlines, preparation of sermons, preaching methods, encouraging participation, and techniques of engaging public speaking. It offers students opportunities to preach, lead Bible studies, or speak in public with critiques from the instructor and fellow students.

### BRS 305 Problems in Biblical Counseling

*Pre-requisites: BRS 207*

This course deals with some of the most common issues that counselors face. This includes depression, anxiety, anorexia, decision-making, and sexual addictions. Proper interaction with the medical system will also be covered. After completion of this course, students should be equipped to counsel difficult cases in a multi-disciplinary, collaborative fashion.

### BRS 306 Hinduism

*Pre-requisites: BRS 101*

This course is a comprehensive introduction to Hinduism. The course will be grounded in the historical development of Hinduism from the Vedic period through classical Hinduism into modern Hinduism. Building from this historical foundation, the course surveys the beliefs, rites, and impacts on Asian cultures and societies including the impact of concepts like moksha and dharma onto daily life. The survey includes Vaishnavism, Shaivism, Shaktism, and Smartism. Students will read primary Hindu texts, including the Rigveda.

### BRS 307 Buddhism

*Pre-requisites: BRS 101*

This course is a comprehensive introduction to Buddhism, beginning with a survey of India at the time of the Buddha. The course will review basic tenets of Buddhism such as the four noble truths, bodhisattvas, and eastern monastic traditions. Major schools of Buddhism such as Theravada, Mahayana, Tibetan, Chinese, and Japanese Buddhism will be surveyed. The impact of Buddhism in America will occupy the final portion of the course.

### BRS 309 Life Together

*Pre-requisites: BRS 101*

This course is designed to help students think through what it means for them to live as engaged, faithful church members. Church is not a spectator sport. It means doing life together, helping each other remain faithful to the end, and caring for each other's needs. This course will survey the New Testament's teaching on church life, will highlight historical examples of church done well, and then will focus on the above practical areas of church life which are often overlooked.

## BRS 310 Missiology: Historical and Contemporary Models

*Pre-requisites: BRS 202, BRS 208, BRS 210*

An advanced inquiry into biblical, theological, and practical aspects of the fulfillment of the Great Commission. Includes the study and analysis of major themes in missiological scholarship and an examination of the biblical foundation for missions, the cross-cultural communication of the Gospel, and strategies for applied missiology. A historical survey draws attention to trends that will shape missionary activity in the twenty-first century. Students will collaborate to construct a contemporary missiological paradigm in line with Kingdom values and objectives.

## BRS 311 Book Study: Isaiah

*Pre-requisites: BRS 101*

This course provides a model for how to do a book study by using Isaiah as a test case. Students will learn skills in tracing the argument of a passage, identifying the main point of the passage and connecting it to the passage before and after, contextualizing the passage within its cultural-historical situation, situating the book's themes within the message of all of Scripture, and constructing an outline of the whole book.

## BRS 312 Corpus Study: Wisdom Literature

*Pre-requisites: BRS 101*

This course examines the books of the Hebrew Scriptures commonly referred to as the Wisdom Literature, focusing primarily on the poetry of Job, Proverbs, and Ecclesiastes. Course content will include introductions to the various books, characteristics of Hebrew poetry, the cultural and historical context of their emergence, critical issues, exegesis of selected passages, and a broad overview of major theological themes and theological questions they elicit. Students will learn the material through readings, discussion forums, course teaching and exegetical projects. The goal is to prepare students to appreciate, interpret, apply, and teach from these books in ministries of the church.

## BRS 313 Book Study: Genesis

*Pre-requisites: BRS 101*

This course will provide an in-depth literary, historical and theological study of the book of Genesis. We will study the intricately crafted literary design of the book, its important historical context, and the crucial theological implications of the first book of the Bible. (This is an English-based course.)

## BRS 314 Book Study: Galatians

*Pre-requisites: BRS 101*

This English-based course provides an in-depth study of Paul's letter to the Galatians. This is a dense, shocking, and beautiful letter which distills many of Paul's key theological ideas and is thus an excellent entry point to the study of the Pauline corpus.

### BRS 315 Book Study: Acts

*Pre-requisites: BRS 101*

This course introduces students to the story of the early church in the book of Acts. As highlighted in the Petrine and Pauline sermons in Acts, students will trace major themes in the biblical narrative that culminate in the formation and work of Jesus through the early church. Special attention will be given to sermonic material, the role of the Holy Spirit, the apostolic witness to the resurrection of Christ, and the methodologies utilized to spread the gospel of the Kingdom from “Jerusalem...to the end of the earth.”

### BRS 316 Book Study: John

*Offered Spring 2025: Dylan Heidrich*

*Pre-requisites: BRS 101*

This course provides an in-depth literary, historical, and theological examination of the Gospel of John. Students will hone their abilities to follow John's arguments, identify key points, and link them to the wider biblical narrative. The course is designed to equip students to appreciate, interpret, teach, and apply the Gospel of John in diverse ministry settings.

### BRS 321 New Testament Backgrounds

*Pre-requisites: BRS 101*

This course will provide an in-depth introduction to the history and literature of the Second Temple period (ca. 538 BC to AD 135). Though Greco-Roman backgrounds to the New Testament will be covered in brief, the class will focus on Jewish backgrounds to the study of the New Testament. Students will read large portions of the Jewish literature of the period, including from Josephus, the Apocrypha and Pseudepigrapha, the Dead Sea Scrolls, and Philo. Class discussions and assignments will seek to shed light on specific passages and ideas in the New Testament based on knowledge of this Jewish literature.

### BRS 325 Business as Mission

*Pre-requisites: Junior standing or above*

This course will introduce students to the concepts, theology, principles, and practices of Business as Mission (BAM). BAM represents a movement of entrepreneurs and business leaders utilizing their business acumen to take the good news of the kingdom into the world. BAM businesses hold a dual emphasis of strategic and sustainable business practices along with the witness of God's love and grace through the relationships built in the marketplace. The course plots the history of BAM, the principles and practice of BAM, and the strategic role that BAM plays in making disciples of all nations. Students will learn to develop a framework, theology, and praxis for how business can be utilized to do good in the world both within the business (internally) and as the business (externally).

### BRS 333 Bioethics

See BIO 303 for course information.

### BRS 344 Jewish Texts from the Septuagint to the Great Rabbinic Bible

See HIS 344 for course information.

### BRS 345 Reformation Europe

*Offered Fall 2024: Hans Leaman*

See HIS 310 for course information.

### BRS 403-12 Capstone Project

*Offered Fall 2024 and Spring 2025: Jesse Scheumann*

*Pre-requisites: Senior standing*

*Credit Hours: 12*

The student will select one of two projects: (1) The Service Project in the Developing World will lead students through an effective, goal-oriented, socially relevant development project from inception to realization within a developing country. Students work closely with a faculty advisor to form a needs assessment, identify a project concept, and establish strategies in order to achieve effective implementation. As an example, a service project may include helping a community in the developing world face the challenge of inadequate access to clean water; (2) The Biblical Thesis has students work closely with an advisor to create an original work. Students are expected to address a particular research topic within the disciplines of ecclesiastical history, biblical languages or they may articulate an exegetical or theological argument through a position paper. For instance, a research question to be addressed might be, “what is the meaning of the *stoicheia tou kosmou* in the Pauline corpus?”

### BRS 420 New Testament Use of Old Testament

*Pre-requisites: BRS 101, LNG 306, LNG 307, or permission of instructor*

This course introduces students to the major issues related to the use of the Old Testament in the New Testament writings. Students will be exposed to this important field of biblical studies, will develop an exegetical method for studying the use and application of Old Testament texts in the New Testament, and will be forced to reflect on the theological relationship between the Old Testament and New Testament.

# Business

## BUS 101 Survey of Twenty-First Century Business

*Offered Spring 2025: Benjamin Harris*

You will survey today's most important issues and opportunities. You will learn to understand, frame and meeting today's management challenges. The course is based on readings and case studies. Course work builds your capabilities with teamwork, presentations, business writing and problem solving. If you want to major in business, this is where to start. If you are not a business major, this is a great course for learning “just enough” about the world of business.

## BUS 103 Introduction to Accounting

*Offered Fall 2024: Benjamin Harris*

You will understand how to apply the basic concepts and standards underlying financial accounting: revenue recognition, inventory, long-lived assets, present value, and long-term liabilities. The course emphasizes the construction of the basic financial accounting statements - the income statement, balance sheet, and cash flow statement. Key emphasis is on using financial statements to identify and formulate responses to key business challenges. You will learn how to use financial accounting in both small businesses and operating divisions of larger organizations. For non-majors, this course can allow you enough understanding of budgeting and accounting to manage teams wherever you work—whether a bio lab or a Christian ministry. In addition, students will have the opportunity to become certified in QuickBooks, the leading accounting software for small to mid-sized organizations.

## BUS 201 Principles of Micro and Macroeconomics

*Offered Fall 2024: Benjamin Harris*

You will learn how societies use scarce resources to produce valuable commodities and distribute them among different people. Behind this definition are two key ideas in economics: that goods are scarce, and that society must use its resources efficiently. Economics is the study of how we make choices about those scarce resources: what to produce, how to produce, and for whom to produce. The course studies economics from two perspectives: macroeconomics and microeconomics. Macroeconomics focuses on the behavior of an entire economy—the big picture. In macroeconomics, we study such national goals as full employment, control of inflation, and economic growth, without worrying about the well-being or behavior of specific individuals or groups. The essential concern of macroeconomics is to understand and improve the performance of the economy as a whole

## BUS 202 Data Management and Business Analytics

*Offered Spring 2025: Benjamin Harris*

*Pre-requisites: BUS 103 or permission of instructor*

You will develop superior skill with business data collection, management, analysis and reporting. Your ability to work with data will differentiate you—make you more attractive as a job candidate or more successful building a start-up. You will build skills with three tools: Excel, relational databases, and business intelligence using Power BI. You will demonstrate skill with decision-making approaches including multiple regression, Monte Carlo simulation, expected value, forecasting, seasonable adjustment, and measuring and reporting qualitative outcome metrics. You will demonstrate your skills through a project with a real organization. You will have the opportunity to obtain nationally recognized certification in Excel and Power BI.

## BUS 203 Accounting for Decision Making

*Pre-requisites: BUS 103*

You will build on the basic accounting skills developed in BUS 103. Students demonstrate skills in managerial accounting, and financial planning and analysis. Throughout the course, emphasis is on numbers as a basis of using accounting and operating data as the foundation for management decision making. This course prepares you as the manager of a small business as well as those who will manage departments in larger businesses.

## BUS 204 Introduction to Marketing

*Offered Spring 2025: Benjamin Harris*

*Pre-requisites: BUS 101*

You will learn how to conduct and use marketing analysis employing the general theories and practices of marketing. Marketing enables profit and non-profit organizations to thrive in the contemporary business world where they must continually bring new ideas and products to market by thinking creatively and acting entrepreneurially. You will learn to apply the tools of managing an organization's market presence: pricing and costing, buying behavior, market segmentation, marketing channels, digital economy, mobile economy and globalization. The course uses lectures, case studies and class discussion as well as a text. A core of this course is developing a marketing plan for a real business. This will involve market research, writing a marketing plan and a series of presentations to company leadership. This will create a substantial set of learnings preparing students in a significant way for their capstone project, as well for internships and their eventual career.

## BUS 205 Legal Foundations of Business

*Pre-requisites: BUS 101 or permission of instructor*

You will gain a working understanding of the legal environment in which business decisions are made as well as the complex legal rules and court decisions affecting those in business, particularly the law governing contracts and torts. Students will explore the U.S. legal system to gain a framework for understanding the law's operation. The course will help students better recognize legal issues, avoid legal problems, and know when professional help is needed. Students will develop their analytical reasoning skills by reading actual court decisions, prepare written briefs of the decisions, orally communicate and support their interpretations of cases, and answer hypothetical questions in open class discussion. Further, students will analyze the strengths and weaknesses of arguments made by opposing parties in actual and hypothetical cases and consider effective approaches to minimizing the risk of liability and maximizing the protection offered by the law to businesses and individuals.

## BUS 206 Organizational Behavior

You will learn to balance Christian thinking and organizational behavior, which is largely based on psychology and the social sciences. The challenge posed by this course is for you to discern for yourself in what ways management theories are useful. You will learn to extract useful messages from the main organizational behavior theories and research, balancing a healthy skepticism of its secular humanism and progressivist underpinnings. You will study the models of human behavior and social processes taught in all Business programs. This course will dive into a century of thought on the scientific management and organization behavior approaches to leadership. You will also study the best theorizing about how Christian managers and academics apply the Bible and Christian teachings and write a paper exploring your own evolving understanding of management. Learning from many perspectives will help you to

choose appropriate leadership styles and managerial practices to increase organizational effectiveness and positive human outcomes.

### BUS 301 Introduction to Finance

*Prerequisite or Concurrent Course: BUS 103*

You will learn to manage the financial aspects of business decisions. The course touches on all areas of finance including the valuation of real and financial assets, risk management and financial derivatives, the trade-off between risk and expected return, and corporate financing and dividend policy. The course draws heavily on empirical research to help guide managerial decisions. This course helps you prepare for corporate financial management whether funded through capital markets, private equity or donations.

### BUS 302 Advances in Data

*Prerequisite: BUS 202*

You will develop a working knowledge of the major technological advancements of the 21st century that have forever changed the business world. Technologies such as, blockchain, 3D printing, virtual and augmented reality, artificial intelligence, quantum computing, biotechnology, robotics, and IoT have potential to create innovative solutions for for the developing economies as well as the developed world. Students will survey current tools used for each of these technologies and find innovative real-world examples of business application. Students will also learn to develop capabilities using the tools of Machine Learning. To do that they will also learn the basics of Python programming. Finally, students will design a potential application using one of the technologies. Students will have the opportunity to obtain nationally recognized certification in Python and Google's AI tools.

### BUS 303 Leadership and Management

You will improve your ability to lead an organization by also learning to manage yourself— your thoughts, emotions and actions. This course focuses on emotional intelligence (EI) and emotional and social intelligence (ESI) theories in relation to understanding, developing, and leveraging EI in the workplace. It highlights methods that are used to create positive and productive worksite conditions and support individual employee success. Using strategies presented through both the ability and emotional-social competence models, students are taught leadership skills necessary in today's diverse organizational environment. Senior

### BUS 304 Digital Marketing and Analytics

*Prerequisite: BUS 202, BUS 203*

Students will gain hands-on experience with the fundamentals of digital marketing. Through the course, students will experience real-world examples of current digital communication channels, digital marketing strategy development, digital marketing planning and implementation, performance measurement and presentation, and the impact of new technology. Emphasis will be on machine learning and artificial intelligence. Students will gain hands-on experience by adopting a non-profit organization. Students will work with organization representatives to create a Digital Marketing Plan, implement the plan, manage the plan and transition the management of digital marketing back to the organization.

### BUS 305 Business Operations Management

*Prerequisite: BUS 203*

You will understand how business processes are designed and controlled. Along with finance and marketing, operations is one of the three primary functions of a firm; marketing generates

the demand, finance provides the capital and operations produces the product or delivers the service. Operations addresses a wide swath of the organization: R&D, design/engineering, production, logistics, support and service. This course will help you develop tools to recognize and respond to the major operational problems and issues that confront managers. It will provide you with language, concepts, insights and tools to gain competitive advantage or deliver your organization's mission through operations.

### BUS 306 Entrepreneurship

*Pre-requisites: BUS 203*

You will learn about entrepreneurship, its role and importance in our society. You will learn how entrepreneurs bring new ideas to marketplace either in a startup or corporate setting. This is an introductory course intended to provide you with a solid foundation on how entrepreneurs play a key role in the 21st century global economy. You will learn entrepreneurship as a process that can be applied in virtually any organizational setting: US and developing economies, start-ups, and big businesses. During the course, you will write a full business plan for a new business.

### BUS 310 History of Business and Economic Models

*Pre-requisites: BUS 101*

You will learn to succeed as a businessperson in a changing economy. The economic world we work in today is largely based on a foundation of market capitalism. Especially through the 200 years of development since Adam Smith and John Locke, business has gone through major shifts. Some say we are in the "fourth industrial revolution". Others speak of globalization, conscious capitalism and even late-stage capitalism. This course will introduce you to frameworks describing how economies have developed and changed in the past, and how they are changing today. You will explore how you can be a force for shaping our business world for the better.

### BUS 314 Developmental Economics

*Pre-requisites: BUS 201*

You will learn how developing economies are different from developed ones in the West. Development Economics considers the unusual effects of "statist" and free market economics in economies that have not yet built established institutions. It also considers the theoretical and real-world requirements of building new economics. The course will use a series of case studies to evaluate theory.

### BUS 315 Forecasting

*Pre-requisites: BUS 202*

Predicting what is going to happen next is a daunting challenge throughout life. This course seeks to equip students with a broad range of quantitative and qualitative tools to make effective predictions. We will also gain hands-on experience with imperfect data and understanding how this impacts our ability to draw conclusions. At the conclusion of the course students will be able to discern when forecasting will be an effective aid and when it will not.

## BUS 390 Business Practicum

*Offered Summer, Fall and Spring 2023-2024*

*Prerequisite: Junior status*

Students will extend their academic learning through real-world experiences. You will work with leadership of a commercial or non-profit organization in the US or another part of the global economy. This program provides the opportunity for you to apply your knowledge through a semester of full-time employment, applying what you have learned supporting real management in a real organization or your choosing. You will have maximum flexibility to pursue experiential learning opportunities in ways that achieve your personal career goals. As part of the course your company will provide feedback. In addition, you will regularly reflect on your own work as well as the company you are working with: how are you able to discern, demonstrate excellence and make an impact.

## BUS 403-12 Capstone Project

*Offered Fall 2024 and Spring 2025: Benjamin Harris*

*Prerequisite: Senior status*

Your business capstone will be completed in partnership with a real organization. You will work with their leadership to design and plan a 6-9 month project with major strategic impact. The project could include starting a new venture or conducting a major improvement program for an existing organization. Your project could involve travel to another area. Through the project you will develop your abilities with: project management, business case development and reporting, working with teams, collecting and evaluating data, time management and working to advance the Kingdom. Capstone can earn 6 to 12 credits, depending on the project. However, the expectation of a Business capstone is that the project will require work commensurate with 12 credits over two semesters.

## BUS 420 Microfinance

*Prerequisite: BUS 301*

Students will explore the history and current status of microfinance, which has often been heralded as a significant tool for developing economies. The course will use a series of case studies to evaluate theory.

## BUS 421 Business Strategy

*Prerequisite: Senior status*

In this course you will build a practical understanding of how competitive strategy may lead to the creation and persistence of profits. The course will introduce you to a set of tools and concepts to analyze real-world business situations. It will do this through a mixture of lectures and in-class analysis of case studies. About half of the class is lecture, and half is case discussion. The course will focus on learning how to apply straightforward—but powerful—ideas to specific situations. The aim of the course is to provide a foundation for thinking about how a firm achieves its fundamental goals, whether profit or mission based.

# Chemistry

## CHM 101 General Chemistry I

This course covers the electronic structure of atoms, bonding, periodic properties, ionic substances, covalent bonding, Lewis representations of molecules and ions, shapes of molecules, Lewis acids and bases, Brønsted acids and bases, hybridization and resonance, bonding in solids. (See course catalog of Harvard Extension School for further information.)

## CHM 191 Lab for CHM 101

*Pre-requisites: CHM 101*

*Credit Hours: 1 Accompanies CHM 101.*

The course allows students to gain familiarity with laboratory techniques and equipment, and to apply their knowledge of concepts from General Chemistry I in a hands-on laboratory situation. (See course catalog of Harvard Extension School for further information.)

## CHM 102 General Chemistry II

*Pre-requisites: CHM 101*

This course covers chemical equilibria, acid/base dynamics, oxidation and reduction, thermodynamics, phases, and kinetics. (See course catalog of Harvard Extension School for further information.)

## CHM 192 Lab for CHM 102

*Pre-requisites: CHM 102*

*Credit Hours: 1 Accompanies CHM 102.*

This laboratory course allows students to gain familiarity with laboratory techniques and apparatus, and to apply their knowledge of concepts from General Chemistry II in a hands-on laboratory situation. (See course catalog of Harvard Extension School for further information.)

## CHM 201 Organic Chemistry I

*Pre-requisites: CHM 102*

This course covers Lewis bonding theory, resonance, alkanes, stereochemistry, substitution of alkyl halides, SN1/2, alkenes, alcohols, aromatic compounds, and elementary carbonyl chemistry. (See course catalog of Harvard Extension School for further information.)

## CHM 291 Lab for CHM 201

*Pre-requisites: CHM 201*

*Credit Hours: 1*

This laboratory course accompanies CHM 201 and studies crystallization, simple and fractional distillation, extraction techniques, thin-layer chromatography, properties of hydrocarbons, and the synthesis of alkenes from alcohols. (See course catalog of Harvard Extension School for further information.)

## CHM 202 Organic Chemistry II

*Pre-requisites: CHM 201*

This course covers the chemistry of life, including pericyclic reactions, the Woodward-Hoffman rules, the chemistry of diverse functional groups (ethers, epoxides, amines, heterocycles, and enolates), and the chemistry of reactive intermediates (carbocations and radicals). Concepts of

retrosynthetic analysis are also covered. (See course catalog of Harvard Extension School for further information.)

### CHM 292 Lab for CHM 202

*Pre-requisites: CHM 202*

*Credit Hours: 1*

This laboratory course accompanies CHM 202 and studies UV and IR, steam distillation, column and gas chromatography on unknowns, nitration, and the properties of amines. (See course catalog of Harvard Extension School for further information.)

## Computer Science

### CS 101 Introduction to Computer Science

This course focuses on computer programming emphasizing the program design process and pragmatic programming skills. No previous programming experience is required. This course covers Python, simple algorithms and data structures, documentation, and testing and debugging.

### CS 102 Introduction to Algorithms

*Offered Fall 2024: Derrick Tate*

*Pre-requisites: CS 101*

This course introduces techniques for the design and analysis of diverse algorithms. Topics include sorting, data structures, dynamic programming, B-trees, Fibonacci heaps, graph algorithms, multithreading, string matching, and NP-completeness. The course additionally covers basic performance measures and analysis techniques.

### CS 201 Introduction to Human-Computer Interaction

*Offered Fall 2024: Derrick Tate*

*Open to non-majors*

This course introduces the design of interactions between human activities and the software systems that support them and design of interfaces to afford those interactions. Topics include contexts for HCI; processes for human-centered design and development; measures for evaluation; testing; physical, cognitive, and social factors; and methods and tools for user-interface design.

### CS 202 Object-Oriented Design

*Offered Spring 2025: Staff*

*Pre-requisites: CS 208 or permission of instructor*

This course presents object-oriented design techniques as tools for creating flexible and scalable software systems. It covers concepts such as object, class, method, encapsulation, and polymorphism, as well as inheritance and decomposition. Students will learn the use of design patterns for expressing fundamental computer science concepts as well as for modeling and decomposing complex problems.

## CS 203 Computer Systems

*Offered Fall 2024: James Murphy*

*Pre-requisites: CS 102*

This course introduces the basics of computing systems programming, the creation of high-performance programs that use computer hardware effectively. It introduces students to tools and mental models needed to build robust, efficient software and to understand software systems written by others. The following aspects of computer systems are explored: how machines interpret instructions, how compilers turn programming languages into instructions, and how operating systems combine programs and libraries to create running code.

## CS 207 Mathematical Foundations of Computer Science

*Offered Spring 2025: Staff*

*Pre-requisites: CS 101 or permission of instructor*

This course introduces the use of discrete (noncontinuous) mathematics to analyze problems that arise in computer science. Topics include fundamental concepts of mathematics (definitions, proofs, sets, functions, etc.); discrete structures; and discrete probability theory.

## CS 208 Program Design

*Offered Spring 2025: Derrick Tate*

*Pre-requisites: CS 101 or permission of instructor*

This course focuses on the program design process, placing computer science in the context of a liberal arts education and fostering skills such as critical reading, analytical thinking, creativity, and attention to detail. This course is designed to teach students to abstract problems and to develop programming skills. Topics include forms of data, processing large data, abstractions, recursion, knowledge accumulation, and changing of variable states.

## CS 302 Networks and Security

*Pre-requisites: CS 102 and 203*

This course introduces the fundamental principles of designing and implementing secure software, systems, and networks. It introduces students to the basics of computer security and applied cryptography, as well as various techniques including software vulnerability analysis, defense and exploitation, networking security, performance trade-offs, and reliability.

## CS 303 Programming Languages

*Offered Fall 2024: Derrick Tate*

*Pre-requisites: CS 202 and CS 203 or permission of instructor*

This course introduces a systematic approach to understanding the design and implementation of programming languages. The course touches on a wide variety of languages and covers the following topics: abstraction, encapsulation, information hiding, modularity, notions of formal specifications, semantics, syntax, parameter-passing mechanisms, state, interpreters and compilers, and functions and recursion.

## CS 304 Software Engineering

*Pre-requisites: CS 202*

This course introduces software development as a systematic process involving specification (or requirements), design, documentation, implementation, testing, and maintenance. It covers software process models; methods for software specification; modularity, abstraction, and

software reuse; optimizations; and issues of software quality. Students work in collaboration to design, document, implement, test, and modify software projects.

### CS 307 Artificial Intelligence

*Offered Spring 2025: Derrick Tate*

*Pre-requisites: CS 102 and CS 208 or permission of instructor*

This course introduces artificial intelligence concepts and techniques. Topics include the history and philosophy of AI, methods for knowledge representation, reasoning, problem solving, and learning. It surveys current applications in selected areas such as game playing, natural language processing, and image processing, and students will complete several programming projects.

### CS 308 Christian Ethics in a Digital Age

*Open to non-majors*

What difference does it make to engage digital technology as a Christian? Christians today must be digitally literate. This includes understanding how information is created and collected, data is used, models are developed, and predictive analytics are employed. Topics include drivers of technological change; links among digital infrastructure, energy use and economic growth; privacy, surveillance, and capitalism; and effects of social networks, the personalized Internet, and mobile connectivity.

### CS 310 Data Analytics

*Pre-requisites: MTH 102, CS 101*

This course is positioned at the intersection of computing and statistics, with an emphasis on computation, rather than mathematical theory. It balances the data science process and use of data science tools. Topics include question formulation, acquiring data, data exploration, modeling, visualization, and decision making.

### CS 390 Computer Science Internship

*Offered Summer, Fall and Spring, 2024-25*

*Credit Hours: 1-3*

Under the supervision of a mentor, a student will conduct an internship within computer science. Units to be arranged based on the number of hours worked during the term period, ranging from one to three credit hours.

### CS 402 Independent Study

*Offered Summer, Fall and Spring, 2024-25: Derrick Tate*

*Pre-requisites: Junior standing*

This course is a preparation for the senior project. The students will explore a particular area in software development through mentoring by faculty and industry representatives. The goal is to identify an area of unmet need in industry or academia to be addressed in the capstone project; to develop an understanding of user needs, application context, current technologies and literature; and to prepare formal proposals, reports, and presentations summarizing the students' work and planning.

## CS 403-12 Capstone Project

*Offered Fall 2024 and Spring 2025: Derrick Tate*

*Pre-requisites: CS 402 and Senior standing*

*Credit Hours: 12*

In this course, students work in small design and engineering teams to build a complex programming application. The objectives include skill-building in the following areas: current practices in software engineering, collaborative project management, code documentation, descriptions of technical work, and public presentations. The course concludes with demonstration of course projects to an outside audience.

## CS 420 Systems and Parallel Programming

*Pre-requisites: CS 102 and CS 203, or permission of instructor*

This course presents the fundamentals of parallel programming and parallel algorithms by exposing students to the intellectual challenges in parallel software through balancing theoretical and practical knowledge. It will prepare students to pick up specific parallel programming models that they may encounter in the future, and also prepare them for studying advanced topics related to parallelism and concurrency. Topics include primitive constructs for task creation & termination, synchronization; abstract models; parallel algorithms; and common parallel programming patterns.

## CS 421 Complexity and Computation

*Pre-requisites: CS 102 and CS 203, or permission of instructor*

A theoretical foundation for complexity is presented that enables a system's complexity to be evaluated against its functional and qualitative factors. Multiple types of complexity are distinguished, and several tools for managing and resolving complexity are presented. An integrated mix of theory and practice is applied to case studies in software design that enable the students to understand the capabilities and limitations of computers.

## CS 422 Machine Learning

*Offered Spring 2025: Derrick Tate*

*Pre-requisites: MTH 102 and CS 307*

This course examines the design, implementation, and analysis of machine learning algorithms. It covers examples of supervised learning algorithms, unsupervised learning algorithms, and optionally reinforcement learning algorithms. It introduces methods for the evaluation of learning algorithms, as well as statistical and decision-theoretic modeling. Students complete several programming projects including a large project of their own design.

# Education Studies

## ED 202 Instructional Tools and Strategies for Teaching Reading

This course provides an expanded view of reading instruction, including comprehension strategies, content area literacy, and reading intervention, incorporating a holistic approach to motivate learners to be lifelong readers and writers.

## ED 203 Effective Classroom Management

Students will learn best practices and strategies for the effective management of the classroom. The class will include baseline practices for effective day-to-day management, as well as the development of strategies and skills for managing crisis situations. Students will participate in discussions and assignments that reinforce the concepts and strategies developed, and complete their course with their own personal classroom management plan.

## ED 270 Social Studies Methods

*Offered Spring 2025: David Eicher*

This course provides an overview of the theories underpinning social studies instruction. Special emphasis is given to developing an understanding of the importance of social studies instruction for a well-rounded education. Students will engage in hands-on practice, using visual aids and artifacts to supplement learning. The final project will entail the development of a comprehensive learning project incorporating the theories and practices that students have learned in the class.

## ED 380 Foundations for Transformational School Leadership

*Offered Spring 2025: Jose Diaz*

This course is intended to provide an overview of educational administration and community leadership. The course will guide students to think critically about the relationship between educational challenges and wider social problems and to devise plans for schools to be agents of positive social change in their communities. Drawing from theories and practical examples of transformational leadership in K-12 schools, it will help students build tools to lead educational communities effectively. We will assess common organizational structures for the management of both private non-profit schools and public school systems, and we will examine the tasks, relationships, and strategic planning processes that transformational educational leaders commonly prioritize.

# History

## HIS 208 The Renaissance and Age of Exploration

This course covers the era of European history from the Black Death to the eve of the Reformation (ca. 1350-1515). It is an era characterized by the renewal of urban life after population declines; enriched economic and cultural exchange across the Mediterranean world and Rhineland; broadened interest in the literature of antiquity and the writings of the early church fathers and Augustine as sources of practical wisdom and theological guidance; and revived admiration of classical forms in art and architecture. It is also the age in which Europeans financed naval trade to the Far East and exploration of the New World, bringing treasures of nature and unfamiliar civilizations back home. The art, architecture, music, literature and scholarship that “Renaissance men” and “Renaissance women” produced remain broadly admired for ingenious craftsmanship. This course will explore what factors came together for such a flourishing of culture, science, and trade, as well as what charitably-minded people did to improve the lives of those who seemed to be left behind in the midst of their societies’ changes.

## HIS 215 Modern Germany, 1918-Present

When a geographer in the sixteenth century attempted to delineate the boundaries for “Germany,” he eventually gave up, concluding that “there is no country in all of Christendom which embraces so many lands under one name.” Four centuries later, the history of the German lands came to be dominated by border-drawing, but now with tanks, mines, and armed guards. Central Europe became the site of immense human suffering as a result. But from the trenches of WWI to the fall of the Berlin Wall, borders meant more than possession of land: they raised probing questions about the people inside them—their national, ethnic, religious and class identities. This course will examine how modern political ideologies, promising ultimate solutions to problems of social identity and economic inequality, mobilized Germans to commit acts of violence on a scale hitherto unknown to mankind. By studying the perspectives of Germans from various walks of life, rather than the agents of the governments alone, the class will grapple with the ethical dilemmas that many Germans also faced when their moral convictions differed from those of their authoritarian governments. The course will also trace the ascendancy of liberal democracy after the calamity of WWII and the ways that recent German governments have sought to “make good again” (*Wiedergutmachung*) their role in world affairs through public memory of the country’s violent past, support for international peace initiatives, and openness to increasing ethnic diversity through asylum.

## HIS 216 Eastern Europe, 1863-Present

This course surveys Eastern European history from the January Uprising against Russian rule in Poland and Lithuania to the Russian invasion of Ukraine in 2022. Ranging from the Balkans to the Baltic, it will examine the cultural and political efforts of Eastern European linguistic groups to develop rationales for self-rule as nation-states and their precarious existence through the 19th and 20th centuries between expansionist empires to the west and the east. Topics will include: Christians’ relationships with the large Ashkenazi Jewish communities in the north and with Muslims in the south; life in Mennonite Brethren, Kleine Gemeinde and Hutterite colonies in Ukraine; the outbreak of WWI; the Great Famine in Ukraine; the devastation of WWII and its aftermath; moral dilemmas under Nazi occupation and communist regimes; the peaceful revolutions of 1989; and cultural adjustments to western-style capitalism.

### HIS 220 Early American History to 1787

This course explores the history of early America, beginning with pre-contact Native American society and ending in the final decades of the eighteenth century with the American Revolution. This course will approach this history from an array of perspectives and sub-disciplines (like political history, religious history, and intellectual history) and geographic regions (from the American southwest to colonial New England and Virginia to the Caribbean). Students will utilize both primary and secondary sources and will attend to major interpretive questions that are regularly debated among historians of early America. This course will also consider the implications of early American history for present-day issues, like those relating to contested definitions of “America” and popular commemoration of figures and events in American history. Students will learn to analyze and critique contemporary memorializations of events or figures from colonial America (particularly those in the Boston area) while also balancing such criticisms with empathy and appreciation for the distant past.

### HIS 221 The New American Republic, 1787-1845

This course offers an historical examination of the framing and ratification of the American constitution and the political debates over its meaning and function in the early federal republic that it created. Covering the administrations of notable framers who went on to be presidents, such as Washington, Adams, Jefferson, and Madison, it will examine the background of the American Bill of Rights, the formation of the early political parties, diplomatic struggles of the new nation, westward expansion, treatment of Native Americans, immigration, the slave trade, and movements for moral reform born out of the Second Great Awakening.

### HIS 222 The American Civil War and Reconstruction, 1845-1877

This course will examine the causes and outcomes of an unprecedentedly bloody civil war that had global significance for notions of democracy, human rights, and the conduct of modern warfare. Starting with the Mexican-American War and Americans’ debates over the morality of expanding slavery into new western territories, the course will focus on the ideas about human nature, freedom, and law advanced by leaders of the abolitionist movement, the founders of the Republican Party, Abraham Lincoln, supporters of the Freedmen’s Bureau and other Reconstruction programs, and the framers of the Reconstruction Amendments, in contrast to those propagated by defenders of a slave-based economy in the United States. It will also inquire into the economic, cultural, and political legacies of the nation’s retreat from Reconstruction efforts little more than a decade after the Civil War.

### HIS 223 The United States in an Age of Industrialization, 1877-1914

The history of United States as it emerged as a global economic power, attracting mass migration and increasing industrial and agricultural production through revolutions in technology and transportation. Topics will include debates over immigration and race, Social Darwinism, workplace conditions and labor unionization, the rise of business magnates and the culture of the Gilded Age, relations with Latin America and the Spanish-American War, the Social Gospel movement, and Progressivism.

### HIS 224 The United States in an Age of World War, 1915-1945

This course covers the emergence of the United States as a global military and diplomatic power from World War I to World War II. It will cover debates over American involvement in the wars and in international organizations, responses to many political revolutions abroad, cultural and religious developments of the Roaring Twenties, the Great Depression and New Deal

programs, and the Roosevelt and Truman administrations' decision-making during WWII and the Holocaust.

### HIS 225 Modern United States, 1945-1990

This course offers a historical exploration into the politics, culture, religion, and literature of the modern United States. The course begins in the aftermath of World War II and concludes with the fall of communism in eastern Europe and the end of the Cold War. It was during this period that massive transformations occurred in American society. With the rise of suburbs and space age alike, the nation's geography was reconfigured. Though Jim Crow segregation officially ended with Civil Rights legislation, new forms of inequality gained attention, with race, gender, class, and sexuality serving as contested flashpoints. The nation found itself enchanted at different points, in different ways, by both visions like Lyndon Johnson's progressive Great Society and Ronald Reagan's conservative Creative Society. Political party loyalties shifted and American religion "restructured" as adherents across denominations and traditions pursued new projects and alignments. The Cold War animated new military campaigns and fear of communism captured the domestic popular imagination. Students will explore each of these complex, tension-filled developments in detail through primary and secondary sources, films, and works of literature. Students will also pursue their own research interests in assignments and consider how the history charted in the course helps us make sense of the present.

### HIS 231 Race and Religion in American Life

This course will examine the complicated historical connections of America's racial and religious orders, the mutually reinforcing ways religion and race have been constructed and mobilized in service of political, cultural, and theological causes, from the colonial era to the present. We will examine topics like the construction of "race" in early America in colonial encounters with Native Americans, the role of Christianity in movements for and against race-based chattel slavery in the antebellum period, the construction of "whiteness" in European immigrant communities in the nineteenth and early twentieth centuries, the development of new African American religious movements, and debates about religion in modern civil rights movements for racial equality. We'll also explore the negotiation of ethnic, racial, and religious identities through studies of Latino Mennonites and Korean missionaries to the US. Following the lead of recent scholars of race and religion in the US, we will examine ways Jesus himself has been racialized in different contexts in the US (with profound political consequences). The readings will be a blend of primary and secondary sources, with space for students to explore some of their own research interests.

### HIS 240 Colonial Latin America

This course examines major themes in the colonization of Latin America from the late fifteenth century to early nineteenth century. Readings will include primary sources documenting European/indigenous interactions, moral and theological critique of Spanish, Portuguese, and Dutch colonial practices, early Christian missions in Latin America, and the global economic and cultural impact of transatlantic trade and migration to/from Latin America.

### HIS 245 Modern Latin America

This course surveys Latin American history from the nineteenth-century national independence movements to the present. It examines the social, political, and economic developments that shaped Latin America during the era of modernization, including European and American business ventures, US and Soviet relations with Latin American countries during the Cold War, the impact of the narcotics trade to the US, guerilla warfare and peacemaking, migration, and

contemporary movements for environmental protection and preservation of indigenous cultures.

### HIS 305 The High Middle Ages

*Pre-requisite or Concurrent Course: HUM 202*

This course builds upon the Core Curriculum's course on Medieval and Renaissance Europe, now providing finer detail of the political and cultural dynamics of the high middle ages (ca. 1000-1350). Students will investigate the monumental conflict between church and state during this period, which has left an important legacy of religious liberty in the modern constitutions of Western Europe and the Americas. Class discussions will inquire how the tragedies of the Crusades came about—a hazard of territorial concepts of Christendom that some Christians ran at the very same time that other Christians were reforming their churches and monasteries to become more separate from the power and wealth available to them. They will also probe deeper into medieval Christians' mental world through the richly symbolic music, art and architecture of the period. Students will be prepared especially well for HIS 310 on the Reformation era, as readings will introduce several earlier reform movements—some deemed “Catholic,” like the Franciscans and Brethren of the Common Life, and others deemed “heretical,” like the Waldensians and Lollards. An important question will be the extent to which we should interpret there to be tension between the Christianity of the theologians and monastics, on the one hand, and the “popular religion” of political leaders and other members of the laity on the other.

### HIS 310 The Reformation Era, 1500-1650

*Offered Fall 2024: Hans Leaman*

*Pre-requisite or Concurrent Course: HUM 202*

The Reformation is a major pivot point for western civilization. When northern European princes protected “evangelical” preachers and commissioned them to reform church life in their territories—with no concern about the pope's invocation of his “power of the keys” against them—they ended a thousand years of organizational dominance of the western European church from Rome. Western Europeans could no longer think of themselves as belonging to a “seamless robe of Christ” though the Catholic Church. Now they were splintered into conflicting churches, confessions, and sects—each claiming its own set of truths and its own plan for reforming the church and society at large. Modern political life has been grappling with this “pluralism” ever since. Why did these changes happen? What was their significance for western society and culture? How can the ideas of the Reformation era help us to better understand important theological concepts within Christianity as a whole? This course will cover debates about how to interpret the impact of the Reformations while giving students an opportunity to read and discuss many classics of Protestant, Anabaptist, and early modern Catholic thought that continue to be basic texts for understanding the major denominational traditions within modern Christianity.

### HIS 317 Nineteenth-Century Russian History and Literature

*Offered Fall 2024: Hans Leaman*

This seminar surveys both the intellectual history of Russia and the shorter masterworks of Russian literature from the age of Romanticism to early Modernism. The course will use Russian prose and drama as tools for understanding Russian culture. It will also seek to understand notable Russian authors—Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov—by placing them within the context of larger cultural trends and political debates during their lifetimes.

### HIS 331 Crime and Punishment in American History

This course explores key developments and turning points in the history of American criminal justice, from the colonial era to the present. Students will learn to articulate how understandings of crime and systems of punishment are embedded in various cultural, political, economic, and religious contexts throughout American history. For example, we will explore how the penitentiary system connects to the religious context of the antebellum United States, and how law and order politics of the 1960s and 70s connects to the history of the Civil Rights movement and postwar political history more generally. In their explorations students will learn to integrate historical methods with approaches from other disciplines, such as anthropology, philosophy, and theology. Students will become familiar with major concepts, individuals, and debates in the history of American crime and punishment, such as the origins of the penitentiary system, Prohibition and vice laws, debates about the rise of mass incarceration, “the prison industrial complex,” and restorative justice. Students will learn to evaluate and critique various theories and explanations of shifts in American criminal justice and formulate their own research questions and arguments.

### HIS 344 Jewish Texts from the Septuagint to the Great Rabbinic Bible

The course will cover the historical background and transmission of important Jewish texts, from the Septuagint to the age of printing. Among Biblical manuscripts, students will learn about and examine (digitally) the Dead Sea Scrolls, the Targumim, and the Masoretic Text. Students will also be introduced to other Jewish texts of significance and important figures, such as Ben Sira, Philo, Rabbi Akiva, the Mishnah and Talmud, important Masoretes, the Cairo Genizah, the writings of Maimonides, the writings of Rashi, and the printing house of Daniel Bomberg. Wherever possible, all materials being discussed will also be examined online. One should note that, although the course’s subject matter will sometimes include the Bible, this is not a Bible course, but a physical/visual history of classic Jewish texts.

### HIS 370 History of the Global Slave Trade/Slavery in World History

This course surveys the practice and experience of slavery from an international perspective, from antiquity to the recent past. We will explore the economic, political, cultural, and religious dimensions of slavery and anti-slavery, as well as the lived experience of enslaved persons. Topics covered will include: slavery in Greco-Roman culture, slavery in precolonial African societies, the rise of the transatlantic slave trade, abolitionist movements in Europe, the antebellum U.S., convict leasing systems of the late nineteenth-century American South, and anti-human trafficking campaigns of the late twentieth century.

### Historical Methods Seminars

Historical Methods seminars guide students step-by-step through essential methods of historical investigation. As they are devoted to particular fields of historical writing – such as agricultural and environmental history, or family history – each seminar will equip students with knowledge of key research tools and methodological challenges in these particular fields. Yet all the seminars will hold the following in common: (1) they will introduce students to historical archives and the process of accessing primary-source materials at archives and libraries; (2) they will introduce students to foundational secondary-source writings in the featured historical field and analyze the strengths of the authors’ methods and writing; (3) they will aim to make field trips to locations of historical note in the greater Boston area as sites for primary research or evaluation of historians’ public presentation of their work; (4) they will culminate in a primary research project on a topic mutually agreed upon by the student and instructor.

### HIS 380 Migration and Diaspora Studies

In this seminar, we will probe the cultural, religious, and political significance of migrant movements and the provision of “refuge” – both in the memory of migrants themselves and in the collective narratives of nations, churches, and ethnic groups. We start the course learning to relate to others’ stories of migration and contemplating how communities and nations, like our own, have constructed their identities through narratives of exile and refuge. We will consider the way living in “diaspora” has influenced religious expression and trace patterns in societies’ reactions to newcomers in their politics and laws. Beyond historical interest, students will find the seminar useful as preparation for work with refugees and other immigrants, both in the United States and abroad.

### HIS 390 Biography

*Enrollment Limit: 8*

This seminar will introduce core methodological and theoretical problems for the craft of the historian, with a focus on biographical writing. Biography is the most popular form of history – in terms of mass readership and adaptations into other forms of media like film, drama, and anecdotes in sermons and speeches. For students who hope their historical writing will be appreciated by audiences outside the academy, biography is the genre that will most likely give them success if they master it. Because classes will regularly be conducted as collaborative workshops on student writing, enrollment will be limited to eight students; history majors and minors have priority.

### HIS 392 Historical Methods and Public History

*Offered Fall 2024: Harrison Miller and Paul Witzig*

The people of the past left behind their books, public and private records, journals, speeches, buildings, clothes, trash, and so much more. Historians today endeavor to preserve and present to the public those artifacts, and to discover, interpret, and tell the stories embedded in them. This course introduces students to the work of such historians and to the field they represent, the field of public history.

### HIS 400 Senior Seminar: Historiography

*Offered Spring 2025: Hans Leaman*

*Pre-requisites: Senior or Junior standing*

The history seminar provides a thorough examination of influential historical investigative methods and schools of historical thought. It involves careful reading of primary and secondary source materials, open class discussion, writing assignments on historiography, and a research paper on a topic mutually agreed upon by the student and instructor. In addition, there is the opportunity to take field trips to locations of historical note in the greater Boston area. Bi-weekly seminar.

### HIS 403 Capstone Project I

*Offered Fall and Spring 2024-2025: Hans Leaman*

*Pre-requisites: Senior standing*

*Credit Hours: 3*

This tutorial is a time for research preparation for the senior history thesis and the drafting of the literature review on relevant scholarship. The student will have a bi-weekly meeting with his or her advisor to formulate an appropriate question and identify the best materials to address the question.

## HIS 409 Capstone Project II

*Offered Fall and Spring 2024-2025: Hans Leaman*

*Pre-requisites: HIS 403, and senior standing*

Credit Hours: 9

This course is designed for students to work closely with a faculty advisor to develop a historical thesis or public-history project. The thesis must be a substantive piece of scholarship involving primary and secondary research in an area of controversy or where there has been little inquiry to date. The thesis will be presented to selected faculty members for discussion and evaluation.

# Humanities

## HUM 201 History, Philosophy, Literature and Art of the Ancient World

*Offered Spring 2025: Hans Leaman and David Anderson*

Credit Hours: 4

This course lays the foundation for the College's core curriculum in Western civilization. Covering the "Classical" period of European history, it explores the arts and ideas that have set the standards for Westerners' concepts of beauty, reasonable deliberation, and justice. Indeed, it is in the texts presented here that we see the emergence of Europeans' identification as a people distinct from the more ancient civilizations of the East. The cultural and political consequences of that departure flow down to our day. We will study many of the world's most influential and aspirational works of poetry, drama, philosophy, rhetoric, and art. But at the same time, ancient historians will help us to recognize the insecurity, violence, and cynicism that also characterized their societies. With the help of history, we will understand what social ills the classic authors, builders, and artists sought to counter-balance through their search for wisdom and equanimity.

## HUM 202 History, Philosophy, Literature and Art of Medieval and Renaissance Europe

*Offered Fall 2024: Hans Leaman and David Anderson*

*Pre-requisites: HUM 201*

Beginning with the emergence of Christianity as a political force in the Roman Empire, this course continues the College's core curriculum in Western Civilization through Late Antiquity, the Middle Ages, the Renaissance, and the Reformation era. It will follow a dynamic debate within Christian thought between two visions of what it means to be the Church in the world: the monastic vision that the Church should model a perfect community of prayer and the politically realist vision that the Church should permeate culture. Tension between these two ideals informed medieval ecclesiastical and political thought, contributed to discontent within the late medieval church, and explains prime cleavages that quickly appeared among Protestants even after their Reformation. The course will also introduce students to the four senses of medieval hermeneutics and explore how they enrich interpretations of both sacred and secular literature and art.

## HUM 203 History, Philosophy, Literature and Art of the Modern Era

*Offered Spring 2025: Hans Leaman and David Anderson*

*Pre-requisites: HUM 201 and 202*

This course completes the College's Core Curriculum in the Western intellectual tradition. The course begins with a post-Reformation crisis of order: the Thirty Years' War in the Holy Roman Empire, the Dutch War of Independence in the Netherlands, the Civil War in England, and a scramble for land and labor in the places of European exploration. Out of this crisis, numerous theorists proposed solutions to address property rights and religious pluralism, ranging from patriarchal theories of monarchy to broad individual liberties. Their language of natural rights fueled the subsequent two centuries of popular revolutions, nationalist independence movements, challenges to ecclesiastical authority, and new understandings of the self in society. The course's readings are regarded as foundational texts of "modern" political thought, literature, and art. But a guiding question throughout the course will be what exactly constitutes the "modern" mentalities that structure societies in the West today, in distinction from ancient and medieval outlooks on life.

## HUM 205 History, Philosophy, Literature and Art in American Culture

This optional humanities course approaches American culture in an interdisciplinary fashion. It will give students the opportunity to analyze classics of literature, political and historical thought, art, and music that have captured for many American important aspects of what has made their society unique. Notable authors and works include: Bradstreet, Wheatley, Paine, the Federalist and Anti-Federalist Papers, de Crèvecoeur, de Tocqueville, Emerson, Hawthorne, Thoreau, Whitman, Douglass, Cather, DuBois, Steinbeck, Baldwin, O'Connor, and Morrison.

## HUM 220 History, Philosophy, Literature and Art of Early Christianity

This course introduces students to the history of Christian theology and worship by focusing on the first centuries of the church. Students examine the emphases of early church theologians, become familiar with political developments that affected church life and leadership in late antiquity, and draw connections to current debates in Christian faith and practice. For bachelor students, this course constitutes the second unit in the College's Core Curriculum in the Western intellectual tradition. For certificate students, it is an adjunct to "Fundamental Texts of Christianity." Employing primary sources, the course highlights key texts and foundational debates in Christian theology, including Christology, soteriology, ecclesiology, and ethics. It also aims to inspire students to better understand and appreciate historic Christianity, ultimately leading them to glorify God and prosper His Kingdom in their generation.

## HUM 301 Global Christianity

This course will help students develop a knowledge of the historical development of Christian mission and colonization, the emergence and practice of Christianity in non-western regions, an appreciation of the unique expressions of Christian worship and mission in non-western cultures, and an awareness of the most prominent social and political challenges faced by the contemporary church in all regions of the globe.

### HUM 303 Latino Literature and Culture

This course will survey the literature and culture of Latinos, a diverse group of peoples living in the United States and in the Spanish-speaking regions of Mexico, Central and South America, and the Caribbean Basin. Extending from the colonial to the contemporary period, we will draw upon interdisciplinary readings in history, literature, cultural theory, and philosophy to examine critical themes of colonization and nationhood; race, ethnicity, and multi-national identity; space, home, and belonging; class and culture; and language, identity, and hybridity. Readings will include texts by Fray Bartolome De Las Casas, Alvar Nunez Cabeza De Vaca, Juan De Castellanos, Richard Blanco, Silvia Curbelo, Fabio Fiallo, Sherezada “Chqui” Vicioso, Jorge Luis Borges, Gabriel Garcia Marquez, Mario Vargas Llosa, Pablo Neruda, Octavio Paz, Mario Vargas Llosa, Julia Alvarez, Junot Diaz, Bernardo Vega, Jesus Colon, Julia De Burgos, Wilie Perdomo, Piri Thomas, and others.

### HUM 305 Epic: Ancient and Modern

*Pre-requisites or Concurrent Course: HUM 201*

This course will introduce students to the genre of epic, tracing its development and influence through history. Focus will be directed towards the historical and literary insight these texts provide into their cultures. Reading selections will afford comparison of the following texts: *Enuma Elish* (Babylonian), *Epic of Gilgamesh* (Sumerian and Akkadian), *Exodus* (Hebrew), Homer’s *Iliad* and *Odyssey* (Greek), Virgil’s *Aeneid* (Roman), *Beowulf* (Early English), Milton’s *Paradise Lost* (Early Modern English), and Melville’s *Moby Dick* (American).

### HUM 335 Literary Modernism

*Pre-requisites: HUM 203*

Inspired by the destabilization that accompanied the First World War, rapid technological, scientific, and psychological innovations, the speed and experience of urban life, and an increasingly secular age, modernity feels as though “Things fall apart; the centre cannot hold; / Mere anarchy is loosed upon the world” (as the Irish poet W.B. Yeats announces). This seminar explores literary responses to this transformative, anguished, unstable environment by examining movements like Imagism, Surrealism, the Harlem Renaissance, and the theater of the absurd; theorists like Freud and Marx; and works by Virginia Woolf, Nella Larsen, Amy Lowell, Samuel Beckett, Ezra Pound, Wallace Stevens, D.H. Lawrence, T.S. Eliot, Claude McKay, Langston Hughes, Countee Cullen, Gwendolyn B. Bennett, H.D., and Ernest Hemingway, among others.

### HUM 338 Shakespeare: Word and Action

A survey of the plays of William Shakespeare from both a literary and performative perspective. Shakespeare’s influence on English-speaking culture is found in both the written and spoken word, and the course will address both levels of influence. Assigned readings and classwork will examine the historical background, themes, literary techniques, and performative qualities of the plays.

# International and Global Affairs

## IGA 101 Introduction to International and Global Affairs

This course is a wide-ranging introduction to central principles of international affairs and foreign policy analysis. Introductory sessions will cover key concepts of international relations and policy. Subsequent weeks will apply these ideas to different elements of statecraft, institutions, revolutions, theories of world change, and a diverse set of contemporary policy problems. The course emphasizes skill development through written exercises in the form of written assignments (policy memorandums and opinion editorials), reading current events, class discussion, books journals, presentations, and debates.

## IGA 201 Peacemaking

This course prepares students to apply the Sermon on the Mount principles of peacemaking and non-resistance to diverse contexts around the world. The main objective of this course is to research the various peacemaking models and rank these models by determining the appropriate metrics. Through studying different peacemaking models, students will gain skills to understand conflict, generate nonviolent alternatives to address conflict, and prevent conflict.

## IGA 301 Restorative Justice

Restorative justice practitioners work with those affected by crime, violence, and abuse to identify or create outcomes that heal relationships while holding those responsible accountable for the harms that were done. This course reviews the development and characteristics of the Restorative Justice movement and addresses the needs of multiple stakeholders in communities where trauma and crisis has occurred. With a framework of Scriptural teaching, this course offers specific guidance to working restoratively with survivors of trauma and how to maintain a community approach to justice. Students will learn how to apply ethical decision-making models in the context of biblical teaching. Students will wrestle with the seemingly irreconcilable realities of God and the existence of evil in this world.

## IGA 302 Advanced Topics in Peacemaking

*Pre-requisites: IGA 201*

This course is a continuation of IGA 201 and prepares students to apply the Sermon on the Mount principles of peacemaking and non-resistance to diverse contexts around the world. The main objective of this course is to continue to research the various peacemaking models and refine the Sacrificialism peacemaking lens through literature reviews and interviews.

## IGA 401 Global Poverty and World Change

*Offered Spring 2025: Zack Johnson and Nathan Zook*

*Pre-requisites: Senior standing*

The course builds on a model of culture and world change proposed by James Davison Hunter (*To Change the World*, Oxford University Press, 2010). Building on that model, several additional models of world change will be explored. This course presents ideas from some the world's most creative entrepreneurs, writers, and political leaders to discuss ways innovative thinking, entrepreneurship, service, and technology can address pressing global issues. The emphasis of this course is on global poverty in its historical, political, economic and social contexts, and possible solutions to address this problem.

# Language and Linguistics

## LNG 101 Expository Writing

*Offered Fall 2024: David Anderson*

This course will introduce students to the fundamental building blocks of effective academic essays. It considers expository writing as a form of nonfiction writing—an opportunity to explain a part of the world as it is or was, including students' own experiences of it. Students will practice optimal organization of their essays, strategic presentation of research conclusions, and recognition of others' contributions to their knowledge and point of view. They will also seek to improve their English style by closely observing model essayists' style and narrative techniques. These essays will each engage with the ideal of a 'liberal arts' education – an ideal that has animated humanities instruction at colleges, as well as primary and secondary schools, throughout most of European and American history.

## LNG 110 Oral Communications

*Offered Fall 2024: Harrison Miller*

This course focuses on the basic principles and techniques of oral communication with emphasis on platform speaking. You will develop and demonstrate your organizational and presentational skills through in-class exercises, observation and critique of speakers, as well as the preparation and delivery of impromptu speeches and prepared speeches to inform, argue, and persuade.

## LNG 102 Elementary Biblical Greek I

*Offered Fall 2024: Jose Diaz*

This course covers basic grammar, syntax, and vocabulary of Koine Greek, through both inductive and deductive methods. Class time consists of a majority of spoken Koine Greek, using total physical response (TPR) and interactive storytelling. Students will acquire basic oral communication skills and will be introduced to much of the morphology of Greek nouns and verbs. This class, along with the second semester of Greek, will prepare students to be able to read and comprehend basic passages from the Greek New Testament.

## LNG 103 Elementary Biblical Greek II

*Offered Spring 2025: Jose Diaz*

*Pre-requisites: LNG 102*

This course continues LNG 102, and reviews and continues the study of grammar and basic language skills. It offers progressively more intensive practice in oral and written communication. Students will acquire demonstrative pronouns, relative pronouns, third declension nouns and adjectives, and the rest of the tenses and aspects in the indicative verb system.

## LNG 104 Elementary Biblical Hebrew I

*Offered Fall 2024: Jesse Scheumann*

This course covers many of the basic syntax/morphology points and vocabulary of Biblical Hebrew through inductive and deductive methods. Students will acquire basic written and oral communication skills. This course lays a foundation for developing reading fluency with immediate comprehension of short Hebrew texts.

## LNG 105 Elementary Biblical Hebrew II

*Offered Spring 2025: Jesse Scheumann*

*Pre-requisites: LNG 104*

This course continues LNG 104, and reviews and continues the study of grammar and basic language skills. It offers progressively more intensive practice in oral and written communication. Students will finish acquiring all of the tenses and aspects of the main Binyanim (Qal, Niphal, Piel, Hiphil and Hitpael).

## LNG 201 Intermediate Biblical Greek

*Offered Fall 2024: Jose Diaz*

*Pre-requisites: LNG 103*

This course prepares students to become lifelong readers of the Greek New Testament by reading broadly. Students will gain mastery of select texts, will learn the basic principles of discourse analysis of the Koine Greek, and will learn the vocabulary words that occur between 50 and 30 times in the New Testament. Additionally, students will review, expand, and cement their knowledge of the fundamental vocabulary and grammar from the first year, and will expand their knowledge of  $\mu\iota$  verbs, the perfect, and the subjunctive.

## LNG 203 Intermediate Biblical Hebrew

*Pre-requisites: LNG 105*

This course reviews grammar and syntax with an introduction to the Masoretic text of the Old Testament, and intensive reading from selected Old Testament texts will be required in the course. Students will acquire all the tenses and aspects of the rest of the Binyanim (Niphal, Piel, Pual, Hiphil, Hophal, Hithpael), as well as more advanced vocabulary.

## LNG 301 Introduction to Linguistics

*Pre-requisites: LNG 101*

This course introduces the concepts of linguistics and methods of analysis of modern language. Topics include phonetics, phonology, morphology, syntax, and semantics. This knowledge will provide the basis for students to explore different dimensions of language, such as language families, dialects, language acquisition, etc.

## LNG 304 Exegesis of the New Testament

*Pre-requisites: LNG 201*

This course covers exegesis of the Greek Bible. Students will be reading from the Septuagint and Greek New Testament instead of the English translations, with a view towards a disciplined understanding of proper exegesis and exegetical pitfalls. Advanced students will have the opportunity to investigate the translation methods behind the Septuagint through comparisons with the Hebrew Bible.

## LNG 305 Pauline Epistle in Greek

*Offered Spring 2025: Jose Diaz*

*Pre-requisites: LNG 201*

This course provides an in-depth study of Paul's letter to the Philippians. This is a beautiful and powerful letter to the early Christian community in Philippi. This letter has been identified as a letter of joy or a letter of friendship, but as we dive into the Greek text, we will find that there is more to it. We will use "phrasing" as we analyze the epistle chapter by chapter and discover Paul's key theological ideas. The class will function as a seminar, with guided discussion and

student presentations at the forefront. We also could hear from veteran and budding New Testament scholars on various topics in the epistle.

### LNG 306 Exegesis of the Hebrew Bible

*Pre-requisites: LNG 203*

This course equips students to read deeply in any Hebrew text by offering a rigorous method of interpretation. Students will gain a working knowledge of analyzing genre, basic text criticism, argument-tracing, word studies, etc. This course prepares students to engage critically with Hebrew lexicons and commentaries.

### LNG 307 Greek Exegesis of Mark

*Pre-requisites: LNG 201*

This course builds on the previous three semesters and provides a model for how to exegete a Gospel in Greek by using Mark as a test case. Students will gain further mastery of vocabulary, morphology, and grammar, as well as develop skill in translation, textual criticism, word studies, sentence-level grammar, discourse analysis, biblical and systematic theology, and faithful application to today.

### LNG 401 Advanced Koine Reading

*Pre-requisites: LNG 304, 305, or 307; or LNG 201 with permission of instructor*

This course focuses on advanced Koine Greek reading skills. Students will read selections from Hebrews and James, the Septuagint, and the early church fathers. The course will cover advanced vocabulary, grammar, and exegesis.

### LNG 402 Advanced Hebrew

*Pre-requisites: LNG 306 and permission of instructor*

This directed study course pushes students toward mature language production in writing and speaking Hebrew. Students will also begin to teach Hebrew to others, advance in their ability to read and comprehend Hebrew texts, and critically engage with published linguistic analyses of Biblical Hebrew language.

### LNG 403 Greek Prose Composition

*Pre-requisites: LNG 201*

This course begins with an advanced review of Greek morphology and syntax. Students will both write intensively in Koine Greek as well as critique their peers' writings. Students will be expected to compose Koine Greek with few grammatical and syntactic mistakes. The final project involves an oral presentation to the class of an original work written by the student.

## Mathematics

### MAT 101 Logic and Critical Thinking

This course is designed to develop logic and critical thinking skills to systematize and analyze steps in reasoning. It covers fundamental principles of sentential logic (also called propositional logic), predicate logic and critical reasoning. Common fallacies and errors will be highlighted.

## MAT 102 Statistics and Data Science

*Offered Fall 2024: Benjamin Harris*

How does one appropriately gain insights from a data set without being misled? This course covers the elementary principles of data description, hypothesis testing, and regression. The course begins with an introduction to probability and random variables. It then moves into statistics, having students run practical analyses on data sets from medicine, elections, and business.

## MAT 103 Introduction to Calculus

The basic objective of Calculus is to relate small-scale (differential) quantities to large-scale (integrated) quantities. This is accomplished by means of the Fundamental Theorem of Calculus. Students should demonstrate an understanding of the integral as a cumulative sum, of the derivative as a rate of change, and of the inverse relationship between integration and differentiation. (This course is based on the MIT OpenCourseWare course, 18.02.)

# Physics

## PHY 101 Physics I

This course introduces classical mechanics. This includes kinematics, dynamics, motion in higher dimensions, Newton's laws, rotational dynamics, and gravitation. (See course catalog of Harvard Extension School for further information.)

## PHY 102 Physics II

*Pre-requisites: PHY 101*

This course introduces wave mechanics, thermodynamics, and electromagnetism. This includes modal analysis, the laws of thermodynamics, statistical mechanics, the kinetic theory of gases, Gauss' law, and basic circuits. (See course catalog of Harvard Extension School for further information.)

# Psychology

## PSY 101 Introduction to Psychology

*Offered Fall 2024: Simon Dietz*

An introduction to the empirical study of behavior and nervous system activity and psychological disorders including such aspects as motivation, emotions, memory and learning, sensation and perception, societal interactions and inequalities, with a view of understanding how this empirical data interfaces with the Christian understanding of the holistic human and how it compares and contrasts to common secular models.

# Sociology

## SOC 101 Introduction to Sociology

An exploration of fundamental sociological concepts, methods, and theories used to interpret patterns of human society. Emphasis is placed on theory and practice in analyzing topics such as urban communities, stratification, social deviance, the family, gender and ethnic relations, and social change.

# Personnel

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