



COURSE CATALOG

2020-2021 Academic Year



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A Word from Our President

Pursue

2020 has been a tough year for America and the world. Considering the difficulties that have befallen our nation, I am reminded of the time King David faced the devastation of his home in Ziklag.

In the first book of Samuel, David faces incredible obstacles. An enemy force comes against his own home, sets his town on fire, and takes many vulnerable people captive. David is devastated.

The account says, “Now David was greatly distressed for the people spoke of stoning him, because the soul of all the people was grieved, every man for his sons and his daughters.” Yet during these hard times, David does not give up. “But David strengthened himself in the Lord his God.” After spending time with God, David heard the Lord saying, “Pursue, for you shall surely overtake *them* and without fail recover *all*.”

That is our posture for 2020. We must overcome many challenging obstacles this year. Encouraged with prayer, discipleship, and an inspiring curriculum we face the 2020-21 academic year wanting to make a difference in this generation. With the Lord’s help, we are confident we can prosper in our mission to equip students to succeed and advance the Kingdom of God during these challenging times.

We are excited to see all of you Fall 2020!

In Christ,

Dean Taylor





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 tuition is significantly less than most private colleges.

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 has completed the application process for the Transnational Association of Christian Colleges and Schools (TRACS) and has attained Applicant Status, defined as an institution which has an application approved by the Application Review Committee (ARC). This is not a formal status nor does it ensure eventual accreditation. Questions about Applicant 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.

Directory

For information on:

Contact:

General Information and Admission	Director of Admission
Fees, Expenses, Methods of Payment	Chief Financial Officer
Registration, changes, and Other Scholastic Matters	Registrar
Learning Management System (Populi).....	Director of IT
Employment	
Faculty	Dean
Staff	Chief Human Resources Officer
Student.....	Chief Human Resources Officer
Gifts, Bequests and Scholarship Donations	Chief Financial Officer
Outreach Ministries	Director of Student Services
Visiting Students Activities & Accommodation Reservations	Director of Admission



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 to develop sessions that are most beneficial. They are treated as strictly confidential (within state and federal statutes) and have no influence on any course grades or graduation. 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 absenting 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 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 Director of Student Affairs and by Journey Group leaders. 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 or staff member.

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 faculty member 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

Ideally, students would 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 moves closer to graduation 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 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 to 12 PM.

Dinner:

Daily at 6PM.

On campus, Sattler makes available at no charge various lunch offerings in the Student Lounge.

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 central in the life of successful students.

New Student Orientation

All freshmen and transfer students will also attend New Student Orientation. Readmitted students may be 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 successfully transition from high school 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 student 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 that 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.

Student Employment

The Chief Financial Officer 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.

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, to include accommodations for students with disabilities, veterans and other special populations through partnering with Aetna Healthcare.

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

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

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 forms but will be asked to reflect on his or her application and 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, and 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

- 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

For home-schooled applicants, an academic portfolio is required and may include, but is not limited to, the following:

- Verification that the home school has been recognized by the applicant's state of residence.
- Detailed outline of the home-school curriculum, including subject areas studied, time spent on each discipline, and, if applicable, grades awarded. A home-school transcript may fulfill this requirement.
- Writing sample that is academic in nature, but not necessarily a graded assignment or one used for coursework.
- Résumé of classes taken outside the home.
- If the student took classes at a college or university, official transcripts are required.

Standardized Test Scores

Applicants must submit results of standardized tests such as the American College Test (ACT); the Scholastic Aptitude Test (SAT), either the general SAT or 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. If an applicant has already completed at least one semester of undergraduate education, the applicant is not required to submit test scores but is strongly urged to do so, especially if seeking financial aid.

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.

Dates and Deadlines

Students may choose to apply to Sattler College under one of two decision plans: Early Decision or Regular Decision.

Regular Decision

Applications to Sattler College for the Fall semester are due by February 1, though consideration may be given to late applicants at the discretion of the Director of Admissions. Decisions are generally made and communicated to applicants by the end of February.

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. Deadlines

for early decision applications is November 15. Decisions are generally made and communicated to applicants by mid-December.

Required Submissions

Required personal materials must include all of the following:

- Three recommendations: an academic letter of recommendation from a teacher, a character reference letter of recommendation from a faith-based community leader, and one additional letter of recommendation. Sattler will send an electronic recommendation form to each that addresses the applicant's level of faith-based commitment, as well as attributes such as initiative, motivation, and character and academic achievement. Recommendations may not come from friends or family members except in the case of a teacher-parent.
- Two personal essays on topics specified in the application.
- Two ethical essays that involve listening to or watching a recording or reading a document, then commenting on the issues raised.

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. Interviews will be scheduled through the Admissions Office.

English Language Requirement

For applicants whose transcripts show extensive study at an institution in which English is the language of instruction, no additional proof of English proficiency is required for admission evaluation.

Any other applicant who wishes to be admitted with no further English proficiency requirements must demonstrate 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+

No exceptions are made if the minimum composite score is not met. All decisions are final.

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.

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. 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.

A current Sattler student seeking to take a course at another institution for transfer to Sattler must request permission in writing from the Registrar.

The Sattler College core curriculum is required for all 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 Registrar before enrolling in such courses. When this work is completed, the student should request a transcript to be mailed immediately to Sattler. 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 normal college age, who qualify for regular admission and 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 seeks admission in the same manner as a regular student. 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 less 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.

Financial Information

Costs and Financial Aid

		Year 1
Costs & Expenses	School Tuition and Fees: Tuition, class fees and administration fees	\$37,000
	Books and Supplies: Books, computers, and classroom supplies	\$1,400
	Room and Board: Housing, Food, and other services for 9 months	\$16,070
	Transportation: Public transportation	\$300
	Living Expenses: Personal items	\$900
	Health Care: Varies depending on each applicant's current coverage	\$0
	Miscellaneous: Fees and other costs not covered	\$450
	Total Attendance Cost:	\$56,120
Funding Sources	Sattler scholarship: Awarded by Sattler College on a need and merit basis	\$27,000
	Housing Subsidy: Awarded by Sattler College on a need-basis	\$6,270
	Additional scholarships & Financial Aid*: Awarded by Sattler College	\$5,000
	Church Contributions*: Awarded by home congregation	TBD
	Parental & Family Contribution*: Ongoing contributions from parent and family	\$5,850
	Part-Time Employment*: Part-time income during the school year	\$4,000
	Summer Employment*: Income from summer months	\$8,000
	Miscellaneous*: Other funding sources such as savings	TBD
	Total Funding Amount:	\$56,120
Funding Excess or Gap*		\$0

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

Tuition

The \$37,000 tuition per year (\$18,500 per semester) allows the student to register for up to 18 semester hours without an overload charge. Additional hours above 18 are charged at the rate of \$1028 per credit hour. Part-time students (taking 11 hours or fewer per semester) are charged at the rate of \$1028 per credit hour. Residence hall students are expected to take a minimum of 12 semester hours; in the rare event that a residence hall student is granted permission to take fewer than 12 hours, the student is still classified as full-time financially as well as academically. Tuition covers fees for library access and other academic fees.

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.

Presidential Scholarship

Awarded on the basis of Leadership and Accomplishments.

Michael Sattler Scholarship

Awarded on the basis of high Academic ability and Achievement.

Adoniram Judson Scholarship

Awarded on the basis of Organizational Mission.

George Blaurock Scholarship

Awarded on the basis of Boldness and Evangelism.

Amy Carmichael Scholarship

Awarded on the basis of Mission.

Perpetua Scholarship

Awarded on the basis of Adversity.

Conrad Grebel Scholarship

Awarded on the basis of high Academic Ability and Achievement.

Peter Valdes Scholarship

Awarded for International students.

Financial Aid

Sattler College encourages all students to apply for financial aid, regardless of income. All the forms students need to apply for financial aid to Sattler are available online through the

Office of Financial Aid. In making every effort to distribute financial aid funds as equitably as possible, Sattler College takes into account the whole student body annually and distributes the available aid on that basis. For this reason, students must reapply each year in order to continue receiving financial aid. If a student's financial situation changes from year to year, students may also see their financial aid increase or decrease based upon those changes.

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. As part of a financial aid package, a student may be awarded a specific dollar amount in student employment. This amount is the maximum that may be earned in the academic year. Unlike scholarships, grants, and loans, which are credited directly to the student's account, student employment is not.

Financial Aid Process

Follow these three steps to apply for financial aid:

STEP 1: Complete the Sattler College financial aid application. **Important note: The application is required for institutional need-based aid.** Be sure to indicate whether you are a dependent or an independent undergraduate. Students may use estimates if necessary to complete the application by the deadline. Complete the online application by the appropriate deadline.

STEP 2: The student or prospective student will be notified if verification documents are requested. Any documents submitted must include the student's full name and student ID number (continuing students). An example of verification documents include:

- Data retrieval or tax return transcript
- Verification worksheet
- Student non-tax filer's statement

Verification Deadline: In consideration of other students applying for college-based and need-based aid, verification documentation must be received prior to the annually established priority deadline date, which varies for new and continuing students.

Important: Funds are awarded on a first-come, first-served basis, and awards cannot be processed until all requested verification items have been received.

STEP 3: Incoming and transfer students will receive an award summary at their home address that will include instructions for accepting their award. Continuing

students will receive notice, at their home address, when their awards are ready to view and accept.

Award Estimates

The College can process estimated financial aid awards for all new undergraduates selected for verification if they have completed the Sattler College institutional application and other requested items. If the above requirements are met, the College will process an award estimate. The goal is to have an estimate to the student in time to make an enrollment decision by May 15.

Please note: All verification information must be submitted before a final award can be determined and before any funds can be disbursed. Also, the award may change depending on the final tax data and other verification information.

Financial Aid Satisfactory Academic Progress Policy

In addition to meeting individual financial aid requirements, students must make satisfactory academic progress toward completing a degree to receive aid. The Sattler College Financial Aid Satisfactory Academic Progress Policy applies to all students who receive financial aid from any program the College offers.

The following procedures describe the requirements necessary to maintain financial aid 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 applies for financial aid each academic year and/or upon student request. Applicants who have not made satisfactory academic progress are notified by U.S. mail.

3. Warning

Financial aid applicants who have attempted fewer than 12 credit hours and do not meet the eligibility requirements will be given a warning and granted aid 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 financial aid. In order to be considered for a probationary period of financial aid, 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 financial aid withdrawn until they meet the standard or submit an acceptable appeal.

5. Appeals

A student whose financial aid 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

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 not receiving financial aid
- 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 considered when determining financial aid eligibility.

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 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

Fall 2020

Faculty In-Service	August 19-21
New Student Move In	August 24
New Student Orientation	August 25-26
New Student Retreat	August 27 - 29
Returning Student Move In	August 29-30
Classes Begin	August 31
Labor Day – No Classes	September 7
Columbus Day - No classes	October 12
Thanksgiving Recess	November 25 - 29
Last Day of Classes	December 9
Study Period	December 10 - 13
Final Exams Begin	December 14
Final Exams End	December 18

Spring 2021

Classes Begin	January 25
Presidents' Day - No classes	February 15
Spring Recess	March 14 – 20
Last Day of Classes	May 5
Study Period	May 6 - 8
Final Exams Begin	May 10
Final Exams End	May 15



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 first see 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.

Dean

The Dean is 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, study and test-taking skills, note-taking, 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 provides 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 student currently enrolled who believes 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. 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 someone else's work when quoting it directly, whether it is a paragraph, a sentence, or a part from the work;
- paraphrasing another'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 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 Dean.

Investigation

If a faculty member and the accused student cannot agree whether academic misconduct has occurred, the 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 3.50–3.74
- *magna cum laude* for a grade point average 3.75–3.90
- *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 in transfer 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 and second year retention. As a new institution, Sattler has no data beyond the first two years at this time, but Sattler will track four- and six-year graduation rates of its first-time freshmen students.

Class Entering	1-Year Retention Rate	2-Year Retention Rate
Fall 2018	81.8%	77.2%*
Fall 2019	100%*	
TOTAL	90.2%	77.2%

** Projected*

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 curricula of the catalog and the class schedule are made up primarily with the degree student in mind. Although the schedule of courses presented in the Catalogs 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 the respective Catalogs is the semester in which it is normally offered and the number of semester hour credit 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:

Grade	Interpretation	Grade Point Average
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, or whose cumulative grade point average falls below 2.0 or fails to meet the 85% attendance requirement will be placed on academic probation, receive immediate counseling from his or her academic advisor, and receive written correspondence from the 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 the student's cumulative grade point average has risen to 2.0 or above and has achieved 85% attendance. A student on academic probation for two semesters may be dropped for poor scholarship at the discretion of the Faculty Academic Committee.

Graduation Requirements

To earn the Bachelor of Arts or Bachelor of Science degree at Sattler College, students must complete 120 semester hours of study, either entirely at Sattler or by transferring to Sattler from another accredited college or university. Students who enroll at other colleges or universities before enrolling at Sattler must, however, spend at least the equivalent of two years of full-time enrollment at Sattler College.

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. 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 Dean.

In conclusion, a Sattler College student will be required to earn a minimum of 120 credits in order to be eligible to graduate though some majors may require additional credits.

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 a minimum of 120 total credit hours, including credit hours from 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.

Concentrations

The Bachelor of Arts in Biblical and Religious Studies offers concentration in Human Trafficking, Biblical Languages, Evangelism and Global Missions, Peacemaking, Business as Mission, and Biblical Counseling.

Certificate Programs

The college offers a one-year Certificate in Biblical and Religious Studies. The Certificate requires 27 credit hours.

The college also offers 9-hour Certificates in Human Trafficking, Biblical Languages, Evangelism and Global Missions, Peacemaking, Business as Mission, and Biblical Counseling. These Certificates are available to students in any major.

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 a double major must complete all the current requirements of the Sattler core and the major for both degrees. Students pursuing double majors should understand that the course load will likely require an additional year to complete.

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 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:

	Program Learning Outcome and Courses	Credits
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">• LNG 101 Expository Writing and Oral Communication	4
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">• HUM 201 History, Literature and Art of the Ancient World• HUM 202 History, Literature and Art of Medieval and Renaissance Europe	10

	<ul style="list-style-type: none"> HUM 203 History, Literature and Art of the Modern World 	
PLO 3	<p>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.</p> <ul style="list-style-type: none"> BRS 101 The Fundamental Texts of Christianity BRS 201 Christian Doctrine BRS 203 Apologetics LNG 102 Elementary Biblical Greek I LNG 103 Elementary Biblical Greek II LNG 104 Elementary Biblical Hebrew I LNG 105 Elementary Biblical Hebrew II 	21
PLO 4	<p>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.</p> <ul style="list-style-type: none"> MAT 102 Statistics and Data Science BIO 101 The Principles of Biology 	6
PLO 5	<p>Students will be able to demonstrate a knowledge of the historical development of Christianity in nonwestern regions, articulate the most prominent social and political challenges faced by the 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.</p> <ul style="list-style-type: none"> HUM 301 Global Christianity SOC 301 Global Poverty and World Change 	6
	TOTAL CREDIT HOURS IN THE CORE	47

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. 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. Class attendance is mandatory and regulations on attendance are enforced by the Dean.

- Students must have a minimum attendance rate of 85% for each course.
- Any student attending less than 85% of a course is placed on probation and is to receive counseling from their academic advisor.

- In addition, if the attendance rate does not reach 85% after one semester for a student on probation, expulsion from Sattler College will be considered.

Additionally, if a student misses more than 15% of a class, only the following cases may be considered as exceptions and must be justified to the Dean:

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

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's 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 the College. 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, 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. 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's 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 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 an application institution with 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

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 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 Dean of Students. 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 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 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 their registration for the subsequent semester the day before online registration opens. The hold will be released once the student has paid their 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 adviser. The student must 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 adviser to drop a class. Then the student must 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 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 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.

Declaring a Major

An applicant may declare their 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 Loades

Sattler College strongly recommends that students maintain at least a full-time load of 15–16 credits a semester.

Minimum Course Loades

A student must be enrolled in a minimum of 12 credits per semester to be considered a full-time student. Students must not drop below 12 hours without the written consent of the 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.

P/D/F 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 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 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.

Prerequisite Overrides

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

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

Human Biology

Program Coordinator: Dr. Jonathan McLatchie

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, 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 (47 credits)

BIO 101 Principles of Biology
 BRS 101 Fundamental Texts of Christianity
 BRS 201 Christian Doctrines
 BRS 203 Apologetics
 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 Hist. Ancient World
 HUM 202 Medieval & Renaissance Europe
 HUM 203 Hist. Modern World
 LNG 101 Exp. Writing and Oral Comm
 MAT 102 Statistics and Data Science
 SOC 301 Global Poverty & World Change

Major (59-68 credits)

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)
 BIO 191 Principles of Biology Lab (4)
 BIO 201 Genetics and Genomics
 BIO 202 Microbiology
 BIO 301 Immunology
 BIO 204 Biochemistry
 BIO 310 Human Pathophysiology
 BIO 401 Human Biology Senior Seminar
 BIO 390 Undergraduate Research OR
 BIO 402 Independent Study
 BIO 403 Capstone Project (12 hours)

Choose two of the following:

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

Pre-medical students should also take:

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

Electives or minor

5-14 credits

Sample Schedule (shown for a premedical student)

First Year

LNG 101 Exp. Writing and Oral Comm	HUM 102 Hist. Ancient World
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	BRS 203 Apologetics
MAT 102 Statistics and Data Science	BIO 101L Principles of Biology Lab (4)
BRS 101 Fundamental Texts of Christianity	MAT 103 Introduction to Calculus
<i>Total Credits: (16)</i>	<i>Total Credits (17)</i>

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

Second Year

HUM 103 Hist. Medieval & Renaissance Europe	HUM 104 Hist. Modern World
LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
BRS 201 Christian Doctrines	BIO 202 Microbiology
CHM 101 General Chemistry I	BIO 203 Immunology
CHM 101L General Chemistry I Lab (1)	CHM 102 General Chemistry II
BIO 201 Genetics and Genomics	CHM 102L General Chemistry II Lab (1)
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

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

Third Year

HUM 301 Global Christianity	CHM 202 Organic Chemistry II
CHM 201 Organic Chemistry I	CHM 202L Organic Chemistry II Lab (1)
CHM 201L Organic Chemistry I Lab (1)	PHY 102 Physics II
PHY 101 Physics I	BIO 306 Biochemistry
Major or Electives (6)	Major or Elective (6)
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

Fourth Year

BIO 401 Human Biology Senior Seminar	SOC 301 Global Poverty and World Change
BIO 402 Independent Study	BIO 403 Capstone Project (12 hours)
BIO 310 Human Pathophysiology	
Major or Electives (6)	
<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.

Required Courses

Sattler Core Courses (47 credits)

BIO 101 Principles of Biology
 BRS 101 Fundamental Texts of Christianity
 BRS 201 Christian Doctrines
 BRS 203 Apologetics
 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 Hist. Ancient World
 HUM 202 Medieval & Renaissance Europe
 HUM 203 Hist. Modern World
 LNG 101 Exp. Writing and Oral Comm
 MAT 102 Statistics and Data Science
 SOC 301 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 405 Systems & Parallel Programming
 CS 406 Complexity and Computation

Specialization (9 credits)

CS 201 Human-Computer Interaction
 CS 310 Data Analytics
 CS 407 Machine Learning

Capstone Sequence (12 credits)

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

Electives or minor

15 credits

Sample Schedule

First Year

LNG 101 Exp. Writing and Oral Comm	HUM 201 Hist. Ancient World
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	BRS 203 Apologetics
MAT 102 Statistics and Data Science	CS 101 Introduction to Computer Science
BRS 101 Fundamental Texts of Christianity	CS 207 Discrete Math
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

Second Year

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

Third Year

HUM 301 Global Christianity	CS 310 Data Analytics
CS 303 Programming Languages	CS 201 Human-Computer Interaction
CS 307 Artificial Intelligence	CS 304 Software Engineering
Major/Minor/Electives (6)	CS 402 Independent Study
	Electives/Minor (3)
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Fourth Year

CS 403a Capstone Project I	SOC 301 Global Poverty
CS 405 Systems and Parallel Programming	CS 403b Capstone Project (6)
CS 302 Networks and Security	CS 406 Complexity and Computation
CS 407 Machine Learning	Minor/Electives (3)
Minor/Electives (3)	
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Biblical and Religious Studies

Program Coordinator: Mr. 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.

(Additional learning outcomes are listed for each concentration)

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 beyond the BRS core requirements.

Required Courses

Sattler Core Courses (47 credits)

BIO 101 Principles of Biology
 BRS 101 Fundamental Texts of Christianity
 BRS 201 Christian Doctrines
 BRS 203 Apologetics
 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 Hist. Ancient World
 HUM 202 Medieval & Renaissance Europe
 HUM 203 Hist. Modern World
 LNG 101 Exp. Writing and Oral Comm
 MAT 102 Statistics and Data Science
 SOC 301 Global Poverty & World Change

Major (54 credits)

BRS 208 Evangelism
 BRS 212 Historical Theology
 BRS 301 Intro. to Biblical Counseling
 BRS 304 Ministry of the Word
 BRS 402 Advanced Book Study
 BRS 403 Capstone Project (12 hours)
 LNG 201 Intermediate Bib. Greek
 LNG 203 Intermediate Bib. Hebrew
 LNG 307 Exegeting Mark in Greek

Choose six of the following:*

BRS 102 Intro to Music & Hymnology
 BRS 205 Islam†
 BRS 206 Judaism†
 BRS 209 Hinduism†
 BRS 210 Buddhism†
 BRS 303 Marriage & Family Counseling
 BRS 305 Problems in Biblical Counseling
 BRS 307 Lives of Selected Christians
 BRS 311 Book Study: Isaiah
 BRS 330 Missiology: History and Models
 BRS 404 Bib. Counseling – Adv. Topics
 LNG 305 Pauline epistles in Greek
 LNG 301 Introduction to Linguistics
 LNG 306 Exegesis of the Hebrew Bible
 HIS 303 History of Christian Movements
 Any two upper level History courses, with the permission of an advisor will also be counted.

†Students must choose at least one course in a world religion as an elective.

**Students with a concentration take the required courses for the concentration plus four additional Major Electives.*

Electives or minor

19 credits

Sample Schedule

First Year

LNG 101 Exp. Writing and Oral Comm.	HUM 201 Hist. of Ancient World
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	BRS 203 Apologetics
MAT 102 Statistics and Data Science	BRS 208 Evangelism
BRS 101 Fundamental Texts of Christianity	Major/Minor/Concentration/Electives (3)
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

Second Year

HUM 202 Hist. Medieval & Renaissance Europe	HUM 203 Hist. Modern World
LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
BRS 201 Christian Doctrines	BRS 212 Historical Theology
LNG 201 Intermediate Biblical Greek	LNG 307 Exegeting Mark in Greek
Major/Minor/Concentration/Electives (3)	Major/Minor/Concentration/Electives (3)
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Third Year

HUM 301 Global Christianity	Major/Minor/Concentration/Electives (15)
LNG 203 Intermediate Biblical Hebrew	
BRS 301 Intro. to Biblical Counseling	
BRS 320 Ministry of the Word	
Major/Minor/Concentration/Electives (3)	
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Fourth Year

BRS 402 Advanced Book Study	SOC 301 Global Poverty and World Change
Major/Minor/Concentration/Electives (12)	BRS 403 Capstone Project (12 hours)
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Biblical and Religious Studies Concentrations

For those students desiring to tailor their degrees to their specific ministry needs, the Bachelor of Arts in Biblical and Religious Studies offers concentrations in Human Trafficking, Peacemaking, Biblical Languages, Evangelism and Global Missions, Biblical Counseling, and Business as Mission.

Concentration in Human Trafficking

The Human Trafficking concentration provides an overview of the history, causes, and extent of the human trafficking problem with an emphasis on the role of the church in efforts to combat the problem and minister to its victims.

Concentration learning outcomes:

- Understand the nature and extent of the human trafficking crisis
- Apply biblical principles to the issue of human trafficking
- Demonstrate competence in ministry to individuals suffering trauma in human trafficking situations

The concentration requires 9 credits plus the 12-credit senior capstone project.

Required courses:

HIS 204 Human Trafficking

IGA 301 The Role of Restorative Justice in Human Trafficking

BRS 308 Human Trafficking Aftercare

BRS 403 Capstone Project (12 credits) related to the concentration

Certificate in Human Trafficking

Students may earn a 9-hour Certificate in Human Trafficking by taking all the required courses except for the capstone project.

Concentration in Peacemaking

The peacemaking concentration prepares students to apply the Sermon on the Mount principles of peacemaking and non-resistance to diverse contexts around the world.

Concentration learning outcomes:

- Describe the various peacemaking models that exist or have been attempted in the past
- Demonstrate practical peacemaking skills to understand conflict, generate nonviolent alternatives to address conflict, and prevent conflict
- Demonstrate the ability to advocate for peaceful alternatives from an evidence-based approach

The concentration requires 9 credits plus the 12-credit senior capstone project.

Required courses:

IGA 101 Introduction to International and Global Affairs

IGA 201 Peacemaking

IGA 302 Advanced Topics in Peacemaking

BRS 403 Capstone Project (12 credits) related to the concentration

Certificate in Peacemaking

Students may earn a 9-hour Certificate in Peacemaking by taking all the required courses except for the capstone project.

Concentration in Biblical Languages

The Biblical Languages concentration prepares the student to read biblical Greek and Hebrew and practice exegesis of the Word in the original languages. This concentration is well suited for students wanting to do Bible translation work around the world.

Concentration learning outcomes:

- Demonstrate the ability to apply the rules of grammar, syntax, and semantics to the original biblical languages
- Demonstrate the ability to exegete and translate the Scriptures in both Hebrew and Greek

The concentration requires 9 credits plus the 12-credit senior capstone project.

Required courses:

LNG 301 Linguistics

LNG 305 Pauline epistles in Greek

LNG 306 Exegesis of the Hebrew Bible

BRS 403 Capstone Project (12 credits) related to the concentration

Certificate in Biblical Languages

Students may earn a 9-hour Certificate in Biblical Languages by taking all the required courses except for the capstone project. Non-BRS majors must take all prerequisites to these courses.

Concentration in Evangelism and Global Missions

The Evangelism and Global Missions concentration prepares students to effectively share the Gospel of the Kingdom to the nations and equip others to spread Jesus' peaceful revolution.

Concentration learning outcomes:

- Apply the principles of bible-based evangelism in real world settings and cultures
- Demonstrate an understanding of world religions from a Christian perspective

The concentration requires 9 credits plus the 12-credit senior capstone project.

Required courses:

BRS 330 Missiology: History and Models

BRS 403 Capstone Project (12 credits) related to the concentration

Choose two of the following:

BRS 205 Islam

BRS 206 Judaism

BRS 209 Hinduism

BRS 210 Buddhism

Certificate in Evangelism and Global Missions

Students may earn a 9-hour Certificate in Evangelism and Global Missions by taking all the required courses and their prerequisites except for the capstone project.

Concentration in Biblical Counseling

The Biblical Counseling concentration provides students with a biblical foundation for counseling and prepares them to minister in counseling roles.

Concentration learning outcomes:

- Demonstrate the ability to apply biblical concepts related to spiritual growth, human problems, and strategies for change
- Describe the various methods of biblical counseling and their distinctives
- Demonstrate competence in the ministry of counseling

The concentration requires 9 credits plus the 12-credit senior capstone project.

Required courses:

- BRS 303 Marriage and Family Counseling
- BRS 305 Problems in Biblical Counseling
- BRS 404 Counseling – Advanced Topics
- BRS 403 Capstone Project (12 credits) related to the concentration

Certificate in Biblical Counseling

Students may earn a 9-hour Certificate in Biblical Counseling by taking all the required courses except for the capstone project. Non-BRS majors must take BRS 204 as a prerequisite to these courses.

Concentration in Business as Mission

Using business to break down the sacred-secular divide and minister to people, communicate the Gospel, and make disciples. Especially applicable to businesses in countries that are hard to reach, crossing borders with the Gospel within a context of sustainable business.

Concentration learning outcomes:

- Students will demonstrate knowledge of the history of the Business as Mission movement.
- Students will articulate a mission strategy using a business to open doors for Kingdom work.

The concentration requires 9 credits plus the 12-credit senior capstone project.

Required courses:

BUS 101 Survey of 21st century business
BUS 206 Introduction to Entrepreneurship
BUS 102 Introduction to Accounting
BRS 403 Capstone Project (12 credits) related to the concentration

Certificate in Business as Mission

Students may earn a 9-hour Certificate in Business as Mission by taking all the required courses except for the capstone project.

Certificate in Biblical and Religious Studies

The one-year (27 credit hour) Certificate in Biblical 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 contemporary world issues and events. Students can choose an elective to customize their programs. Course content has practical application in work, church, and personal settings. In addition to course content, students will participate in Sattler's small group discipleship program, known as Journey Groups.

Learning Outcomes

The 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 New Testament Greek
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 212 Historical Theology
BRS 203 Apologetics
BRS 208 Evangelism
LNG 101 Exp. Writing and Oral Comm
LNG 102 Elementary Biblical Greek I
LNG 103 Elementary Biblical Greek II

Elective – choose one of the following:

BRS 205 Islam
BRS 206 Judaism
BRS 209 Hinduism
BRS 210 Buddhism
IGA 201 Peacemaking

Sample Schedule

First Year

LNG 102 Elementary Biblical Greek I*

BRS 201 Christian Doctrines

BRS 101 Fundamental Texts of Christianity

LNG 101 Exp. Writing and Oral Comm

Total Credits: (12)

BRS 203 Apologetics

LNG 103 Elementary Biblical Greek II*

BRS 208 Evangelism

BRS 212 Historical Theology

Elective

Total Credits (15)

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

Degree Completion Program

Students who successfully complete the one-year Certificate in Biblical and Religious Studies at Sattler may elect to transfer into the BA in Biblical and Religious Studies and complete their degree in three years.

Sample Degree Completion Schedule

Second Year

LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
MAT 102 Statistics and Data Science	HUM 201 Hist. Ancient World
BIO 101 Principles of Biology	LNG 307 Mark in Greek
LNG 201 Intermediate Biblical Greek	Major/Minor/Concentration/Electives (6)
Major/Minor/Concentration/Electives (3)	
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

Third Year

HUM 202 Medieval & Renaissance Europe	HUM 203 Hist. Modern World
LNG 203 Intermediate Biblical Hebrew	Major/Minor/Concentration/Electives (12)
HUM 301 Global Christianity	
BRS 304 Ministry of the Word	
BRS 301 Intro to Biblical Counseling	
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Fourth Year

BRS 402 Advanced Book Study	SOC 301 Global Poverty
Major/Minor/Concentration/Electives (15)	BRS 403 Capstone Project (12 hours)
<i>Total Credits: (18)</i>	<i>Total Credits (15)</i>

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 (47 credits)

BIO 101 Principles of Biology
 BRS 101 Fundamental Texts of Christianity
 BRS 201 Christian Doctrines
 BRS 203 Apologetics
 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 Hist. Ancient World
 HUM 202 Medieval & Renaissance Europe
 HUM 203 Hist. Modern World
 LNG 101 Exp. Writing and Oral Comm
 MAT 102 Statistics and Data Science
 SOC 301 Global Poverty & World Change

Major (45 credits)

Required Courses (15 Credit Hours):
 HIS 401 Sen. Seminar: Historiography
 HIS 402 Capstone Project I (Independent Study)
 HIS 403 Capstone Project II

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

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

28 credits

Sample Schedule

First Year

LNG 101 Exp. Writing and Oral Comm	HUM 201 Hist. Ancient World
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	BRS 203 Apologetics
MAT 102 Statistics and Data Science	HIS Major/Minor/Electives (6)
BRS 101 Fundamental Texts of Christianity	
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

Second Year

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

Third Year

HUM 301 Global Christianity	Study Abroad OR
HIS Major/Minor/Electives (12)	HIS Major/Minor/Electives (15)
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Fourth Year

HIS 401 Senior Seminar	SOC 301 Global Poverty
HIS 402 Capstone Project I (Ind. Study)	HIS 402 Capstone Project (9 credits)
HIS Major/Minor/Electives (9)	HIS Major/Minor/Elective (3)
<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 211 Tudor England, 1485-1603
 HIS 216 Germany in the Age of Romanticism
 HIS 315 19th Cent. Russian Hist. and Lit.
 HIS 310 Early Modern Historical Drama
 HIS 305 High Middle Ages

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 240 Colonial Latin America
 HIS 254 Modern Middle East
 HIS 256 Post-Colonial Africa
 HIS 270 Early South Asian History
 HIS 272 Modern India

Chronology - Pre-Modern

HIS 213 Roman Republic and Early Empire
 HIS 206 Medieval English Hist. and Lit.
 HIS 208 Renaissance Italy
 HIS 250 Ancient Empires of the Middle East
 HIS 260 Ancient and Imperial China

Chronology - Early Modern

HIS 210 Reformation Europe, 1500-1650
 HIS 212 Stuart Britain, 1603-1714
 HIS 215 Modern Germany, 1918-Present
 HIS 220 Early American History
 HIS 316 Early Anabaptist History

Chronology - Modern

HIS 256 Post-Colonial Africa
 HIS 265 East Asia, 1850 to Present
 HIS 330 American Legal History
 HIS 382 U.S. and International Refugee Law
 HIS 385 History of Christian Missions

Historical Methods

HIS 380 History of the City
 HIS 381 Migration and Diaspora Studies
 HIS 391 Biography
 HIS 394 Education Studies
 HIS 395 Public History

Business

Program Coordinator: Dr. Will Oliver

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 (47 credits)

BIO 101 Principles of Biology
 BRS 101 Fundamental Texts of Christianity
 BRS 201 Christian Doctrines
 BRS 203 Apologetics
 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 Hist. Ancient World
 HUM 202 Medieval & Renaissance Europe
 HUM 203 Hist. Modern World
 LNG 101 Exp. Writing and Oral Comm
 MAT 102 Statistics and Data Science
 SOC 301 Global Poverty & World Change

Major (63 credits)

BUS 101 Survey of 21st Century Business
 BUS 102 Introduction to Accounting
 BUS 201 History of Western Business
 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 Introduction to Entrepreneurship
 BUS 301 Organizational Behavior
 BUS 302 Business Strategy
 BUS 303 Business Operations Management
 BUS 305 Introduction to Finance
 BUS 306 Leadership and Management
 BUS 401 Senior Seminar
 BUS 402 Business Practicum
 BUS 403 Capstone Project

Students must choose two courses from the following.

BUS 111 Principles of Micro and Macro Economics
 BUS 211 International Finance
 BUS 311 International Business Law
 BUS 312 Accounting in Non-for-profit Organizations
 BUS 313 Taxes and Business Strategy
 BUS 314 Economics and the Labor Market

Electives or minor

10 credits

Sample Schedule

First Year

LNG 101 Exp. Writing and Oral Comm	HUM 201 Hist. Ancient World
LNG 102 Elementary Biblical Greek I	LNG 103 Elementary Biblical Greek II
BIO 101 Principles of Biology	BRS 203 Apologetics
MAT 102 Statistics and Data Science	BUS 101 Survey of 21st Century Business
BRS 101 Fundamental Texts of Christianity	BUS 102 Introduction to Accounting
<i>Total Credits: (16)</i>	<i>Total Credits (16)</i>

Second Year

HUM 202 Medieval & Renaissance Europe	HUM 203 Hist. Modern World
LNG 104 Elementary Biblical Hebrew I	LNG 105 Elementary Biblical Hebrew II
BRS 201 Christian Doctrines	BUS 204 Introduction to Marketing
BUS 205 Legal Foundations of Business	BUS 206 Introduction to Entrepreneurship
BUS 202 Data Mgmt and Business Analytics	BUS 203 Accounting for Decision Making
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Third Year

HUM 301 Global Christianity	BUS 305 Introduction to Finance
BUS 201 History of Western Business	BUS 303 Bus. Operations Management
BUS 301 Organizational Behavior	Major/Minor/Electives (9)
BUS 302 Business Strategy	
Major/Minor/Elective (3)	
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Fourth Year

BUS 401 Senior Seminar	SOC 301 Global Poverty
BUS 402 Business Practicum	BUS 403 Capstone Project (12)
BUS 306 Leadership and Management	
Major/Minor/Elective (6)	
<i>Total Credits: (15)</i>	<i>Total Credits (15)</i>

Course Descriptions

All courses are three credit hours unless otherwise specified.

Biology

BIO 101 The Principles of Biology

This course covers biology at the molecular and cellular levels, with an emphasis on experimental underpinnings. 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 cytoplasmic structure, membrane structure and function, cell motility, organelle function, and cell-cell recognition. The course concludes with basic applications to cancer and molecular medicine.

BIO 191 Lab for BIO 101

Pre-requisites: BIO 101

Credit Hours: 1

Accompanies BIO 101, to be taken at Northeastern University College of Professional Studies (or another approved, 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

Pre-requisites: BIO 101

This course provides an introduction to modern eukaryotic 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

Pre-requisites: BIO 201

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 final two weeks of the course will focus on current challenges faced by the developing world.

BIO 203 Advanced Molecular Biology

Pre-requisites: BIO 201

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, including enzyme catalysis. The

course will include critical analysis of recent research papers, in areas such as protein and nucleic acid structure and function.

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 Biochemistry

Pre-requisites: BIO 101 and CHM 202 (concurrent is acceptable)

The course begins with a foundation of biomolecular structure, thermodynamics, and enzymology. Building on that foundation, the course focuses on metabolism and its regulation, including applications to human medicine. Assignments will include critically reading papers from modern research literature and presentations by students to the class on selected topics.

BIO 303 Bioethics

Pre-requisites: BIO 101, and Junior standing or above

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

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

Pre-requisites: BIO 101 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

Pre-requisites: 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

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 Capstone Project

Pre-requisites: BIO 402, and Senior standing

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

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 102 Introduction to Music and 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

Pre-requisites: BRS 101 (may be concurrent)

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 203 Apologetics

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 205 Islam

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 208 Evangelism

Pre-requisites: BRS 101, BRS 201

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 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 210 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 212 Historical Theology

Pre-requisites: BRS 101

Introduces students to the history of theology. Students examine the theological emphases of the early church, become familiar with developments in the medieval, reformations, and modern periods, and draw connections to current debates in Christian faith and practice. This course highlights key thinkers and debates in Christian theology. Employing primary sources, the course will attempt to discuss the various topics from a wide range of theological perspectives. This course 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 301 Introduction to Biblical Counseling

Pre-requisites: Junior standing; BRS 201, BRS 202

This course begins with the biblical foundations for counseling and draws distinctions between secular and biblical counseling. A biblical and theological model of personal change will be presented and then principles and techniques of counseling will be taught. Common issues in counseling will be introduced in the second portion of the course. This course focuses on counseling situated within the local church.

BRS 303 Marriage and Family Counseling

Pre-requisites: BRS 301

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 301

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 307 Lives of Selected Christians

Pre-requisites: BRS 201

This course exposes students to the lives of prominent Christians throughout the centuries, including 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 308 Human Trafficking Aftercare

Pre-requisites: HIS 204

Examines the complex causes and effects of human trafficking. Considering best practices, this course equips students with the knowledge to understand the needs of human trafficking survivors, a holistic based care approach for survivors of sex trafficking, and how to address the core needs of restorative care in the long-term process of healing for survivors with a special emphasis on the role of the local church. This course will help students engage in best practices and tools used by leading practitioners in order to best serve and walk alongside human trafficking survivors as they move from crisis to self-sufficiency to thriving.

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 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 330 Missiology: History and Models

Pre-requisites: BRS 201, BRS 202, BRS 208

An introduction to the biblical, theological, and practical aspects related to the practice and fulfillment of the Great Commission. Includes the study and analysis of major missiological themes 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 401 Senior Seminar

Pre-requisites: Senior standing

This seminar focuses on the area of patristics, which includes the lives, writings and doctrines of these early church theologians. Special attention will be given to characteristics of Christian practice in antiquity and the resulting theological and moral implications. Primary and secondary source materials will be examined and discussed at length and small groups will participate in discourse about specific church fathers to include: Origen, Clement, Tertullian, Irenaeus, Ignatius, Justin Martyr, John Chrysostom and Cyprian among others. A final presentation will consist of each student conducting research and writing an essay on one of the three patristic periods: Apostolic, Ante-Nicene church, and Post-Nicene. These findings will be presented at the conclusion of the term. Bi-weekly seminar.

BRS 402 Advanced Book Study

Pre-requisites: Senior standing

An intensive, verse-by-verse study of selected books or passages with an emphasis on the application of the principles of interpretation. This seminar allows students to become proficient at the exegetical use of the literal grammatical-historical hermeneutic process to produce a sound interpretation, grounded in detailed exegesis of the biblical text. Students will deepen their understanding of the importance and role of the history underlying the biblical text, become more effective at critically engaging with commentaries as resources, and utilize the biblical language skills they have developed throughout their program.

BRS 403 Capstone Project

Pre-requisites: BRS 402, and 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 404 Biblical Counseling—Advanced Topics

Pre-requisites: BRS 301, 303, 305, and permission of instructor

This course is a practicum where students observe counseling interactions and then begin counseling under the supervision of an instructor. This course is only available for those concentrating in counseling.

Business

BUS 101 Survey of 21st Century Business

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. The first half of the course explores the key functions of finance, marketing, operations, organizational behavior and strategy. The second half applies this knowledge to three broad themes: the unique issues related to entrepreneurship, business in the global economy and business ethics. 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 102 Introduction to Accounting

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. The course is based on for-profit accounting, with some exposure to the unique requirements of non-profit accounting. 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

BUS 111 Principles of Micro and Macroeconomics

You will learn the fundamentals of both microeconomics and macroeconomics. For some, this may be the only business course they take, and it provides a solid foundation for economic analysis and thinking that can last throughout their education and subsequent professional careers. For other students, it may provide a foundation for extending the Business Survey (BUS 101) into a broader understanding of the forces within which business operate. This course allows you to understand traditional models of supply and demand equilibrium in a market economy, consumer behavior and consumer decisions. The course then turns to macroeconomic factors including international trade and the capital markets. This part of the course introduces you to how governments measure and adjust the economy. You will learn about measures of output, employment, unemployment, interest rates, and inflation. You will explore monetary and fiscal policies are discussed. Important policy debates such as, the sub-prime crisis, social security, the public debt, and international economic issues are critically explored. The course introduces basic models used by the Western and other economies.

BUS 201 History of Western Business, and Institutional 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 202 Data Management and Business Analytics

Pre-requisites: BUS 102

Business management is now data intensive. Students launch a life-long process of keeping up with the ever-expanding data skills required of business leaders. These will include Excel, Tableau and SQL (MS Access). The course will introduce the power of using data to support the decisions entrepreneurs and business executives face daily. In addition, students will explore business implications and opportunities of the newest forms of data management including machine learning (AI), semantic data lakes, block chain and the Internet of Things.

BUS 203 Accounting for Decision Making

Pre-requisites: BUS 102

You will build on the basic accounting skills developed in BUS 101. Students demonstrate skills in managerial accounting, and financial planning and analysis. Students not only learn theory but build hands-on skills with QuickBooks which is the most common accounting system. 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—who has no senior-level accounting staff, so needs to understand accounting. It also prepares students who will manage departments in larger businesses and need to know the mechanics of using accounting results as part of management.

BUS 204 Introduction to Marketing

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.

BUS 205 Legal Foundations of Business

Pre-requisites: BUS 101

This course provides students with an understanding of the legal environment in which business decisions are made and introduces them to 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.

BUS 206 Introduction to 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. The principle focus will be on the creation of new ventures, the ways that they come into being, and factors associated with their success. The course builds on over a century of innovation research from Joseph Schumpeter through Clayton Christensen and Mark Johnson. It focuses on the practical application of theoretical concepts.

BUS 211 International Finance

You will explore the workings of the foreign exchange markets, the impact of economic policy on exchange rates, the nature of foreign exchange risk, and assessment of the cost of capital for foreign projects. The course begins by exploring the different elements of the overall Foreign Exchange Interbank market and explores valuation and hedging of risk-free nominal FC cash flows. The second part discusses the determination of exchange rates, monetary policy, balance of payments, and the international links between exchange rates, inflation rates and interest rates. The third part examines various concepts of exchange risk and analyzes hedging with forward contracts and foreign currency options. The fourth part considers longer term operational exposures and discusses the need to manage foreign exchange risk in a continually operating international business. This course makes use of case studies and current events as well as a text.

BUS 301 Organizational Behavior

Prerequisite: BUS 101

You will learn the tools and approaches of managing people effectively. You will develop a clear understanding of models of human behavior and social processes. Leaders need to know why people behave as they do in their jobs, work groups and organizations. This knowledge of individuals' perceptions, attitudes, and behavior will enable you to choose appropriate leadership styles and managerial practices to increase organizational effectiveness and positive human outcomes. The course draws on concepts and practices from the field of Organizational Behavior (OB). Studying OB allows you to learn to manage your own and others' behavior, particularly in teams. It enhances your ability to communicate and work effectively with others.

BUS 302 Business Strategy

Prerequisite: BUS 203, BUS 204

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.

BUS 303 Business Operations Management

Prerequisite: BUS 203, BUS 204

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 305 Introduction to Finance

Prerequisite: BUS 203, BUS 204

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 306 Leadership and Management

Prerequisite: BUS 103

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 311 International Business Law

Pre-requisites: BUS 205

You will learn how best to work within the legal social and regulatory environment of global business. This will include the international business and antitrust law, securities regulation, environmental law, employment law, international business and intellectual property rights. The course builds on the foundation of US law gained through BUS 205. It emphasizes legal environments and issues in the developing world, China and Western Europe.

BUS 312 Accounting in Not-for-Profits Organizations

Pre-requisites: BUS 202

You will adapt the principles of commercial accounting to support planning and financial decision-making in nonprofit organizations. Students will learn the fundamentals of budgeting, accounting, and financial management through assigned readings, real-world examples, and lectures. The goal of this course is to prepare you for future leadership roles within nonprofit organizations.

BUS 313 Taxes and Business Strategy

Pre-requisites: BUS 202

You will learn a framework for understanding how taxes affect business decisions. You will learn how factor taxation into business decisions such as investments, compensation, organizational form, and mergers and acquisitions. The ultimate goal is to provide a new approach to thinking about taxes that will be valuable even as laws and governments change. The course places special emphasis on the challenges of generational planning.

BUS 314 Economics and the Labor Market

Pre-requisites: BUS 101

You will build your knowledge of labor as an aspect of the economy. During the course we will cover two main topics: labor supply and human capital - as well as some additional topics. We will focus on the econometric issues of empirical labor models including: selection bias, instrumental variables, structural vs. reduced form estimation, unobserved heterogeneity. We will also discuss the most commonly used data sets in the field of labor economics. The course is designed to allow you to address the key issues of labor in the economy: Is expanding unemployment insurance eligibility a good idea...why are CEOs in the finance industry (still) paid so much...could lower income tax rates really increase government revenue? Students will investigate these topics by evaluating recent economic research findings and analyzing labor market data.

BUS 401 Senior Seminar

Prerequisite: Senior status

During the first semester of your senior year of you will work together with other seniors as well as faculty in a seminar through which you “pull it altogether”. You will integrate the many courses you have completed...the myriad individual capabilities you have built during your business studies. This seminar allows you to design your final semester: either launching a mission-focused organization or as a business practicum at an on-going organization.

BUS 402 Business Practicum

Prerequisite: Senior status

Get real-world experiences that put classroom learning to the test. Through this game-changing learning model, you'll be on the right path toward a successful career. 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 Capstone Project

Prerequisite: BUS 401

During the second semester of your Senior year, you will execute the plan you developed during the first semester. During this capstone project, you will launch your start-up commercial or mission-focused business. You will complete the business plan you

developed during the Senior Seminar. Then you will develop the product (service), arrange the team and advisory boards, obtain initial financing—launch the business.

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.

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.

CHM 102 General Chemistry II

Pre-requisites: CHM 101

This course covers chemical equilibria, acid/base dynamics, oxidation and reduction, thermodynamics, phases, and kinetics.

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.

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.

CHM 291 Lab for CHM 201

Pre-requisites: CHM 201

Credit Hours: 1

Accompanies CHM 201, to be taken at Northeastern University College of Professional Studies. Studies crystallization, simple and fractional distillation, extraction techniques, thin-layer chromatography, properties of hydrocarbons, and the synthesis of alkenes from alcohols.

CHM 202 Organic Chemistry II

Pre-requisites: CHM 201

This course covers 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.

CHM 292 Lab for CHM 202

Pre-requisites: CHM 202

Credit Hours: 1

Accompanies CHM 202, to be taken at Northeastern University College of Professional Studies. Studies UV and IR, steam distillation, column and gas chromatography on unknowns, nitration, and the properties of amines.

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

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 103 e-Science and Numeric Methods

Open to non-majors

Computational simulation and modeling has emerged as a new way of doing science in addition to the traditionally accepted methods for scientific inquiry, namely theoretical-mathematical formulation and experimentation. This course introduces the application of computational methods to scientific exploration and discovery in social science, natural science, and even digital humanities. Topics include eScience, scientific methods, and modeling.

CS 201 Introduction to Human/Computer Interaction

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

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

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

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

Pre-requisites: CS 201 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

Pre-requisites: CS 202 and CS 204

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

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 402 Independent Study

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 Capstone Project

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 405 Systems and Parallel Programming

Pre-requisites: CS 102, 203

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 406 Complexity and Computation

Pre-requisites: CS 102, 201, 202

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 407 Machine Learning

Pre-requisites: MTH 102, 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.

History

HIS 204 Human Trafficking

This course examines the extent and complexity of the global phenomenon of human trafficking, especially for exploitation of labor and sex. It provides a thorough discussion of domestic and international human trafficking from human rights and social perspectives. Students are introduced to the forms, severity and extent of various types of trafficking, and the social, economic, political and legal factors that contribute to this phenomenon. Students will also analyze the existing domestic and international regulations and policy frameworks to address these issues, and evaluate the viability, practicality and effectiveness of these policies and their implementations.

HIS 216 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 220 Early American History

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 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 225 Modern United States, 1945-1988

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 at the end of President Ronald Reagan’s second term. 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, new forms of inequality emerged, 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 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-requisites or Simultaneous: 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 a Spring 2021 course 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 Reformation Europe, 1500-1650

Pre-requisites: 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

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 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 the topic mutually agreed upon by the student and instructor.

HIS 381 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 391 Biography

This seminar will introduce core methodological and theoretical problems in 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.

HIS 401 Senior Seminar

Pre-requisites: Senior 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 402 Independent Study – Capstone Project I

Pre-requisites: Senior standing

This course is a preparation for the senior history thesis. The student will have a weekly meeting with his or her advisor to formulate an appropriate question and identify the best materials to address the question.

HIS 403 Capstone Project II

Pre-requisites: HIS 402, and senior standing

Credit Hours: 12

This course is designed for students to work closely with a faculty advisor to develop a historical thesis. 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

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

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

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, Literature, Philosophy 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 Americans 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 301 Global Christianity

This course, required of juniors, 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.

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 The Role of Restorative Justice in Human Trafficking

Prerequisite: HIS 204 or consent of the instructor.

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
Under development.

Language and Linguistics

LNG 101 Expository Writing and Oral Communication

In his Autobiography, Benjamin Franklin describes how he taught himself to write by reading, rereading, and imitating the writing of Joseph Addison in his Spectator. This method was not new to him, but a staple of Greek and Roman education. In this course, we will explore this method for ourselves. Each week students will read the work of a celebrated essayist, analyze it together in class, and for homework craft an imitation of the writer's style. Ultimately, students will write again in their own voice, incorporating strengths and strategies gleaned from these acts of literary imitation.

LNG 102 Elementary Biblical Greek I

This course covers basic grammar, syntax and vocabulary of Koine Greek, through both inductive and deductive methods. At the end of this course, students will acquire basic oral communication skills, the four cases of nouns, first and second declension of nouns and adjectives, prepositions, present, future and imperfect indicative verb forms, aorist active verbs and basic patterns of third declension nouns and adjectives as well as the imperative verb form.

LNG 103 Elementary Biblical Greek II

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

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

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 Hitpa'el).

LNG 201 Intermediate Biblical Greek I

Pre-requisites: LNG 103

This course prepares students to become lifelong readers of the Hebrew Bible by reading broadly. Students will gain mastery of select texts in each literary genre. Students will review, expand, and cement all of the fundamental vocabulary and grammar from first year, as well as acquire the tenses and aspects of the Pual and Hophal Binyanim.

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 302 Advanced Koine Reading

Pre-requisites: LNG 202

This course focuses on advanced Koine Greek reading skills. Students will read from Hebrews (the most difficult Koine of the New Testament), selections from the Septuagint, and the early church fathers. The course will cover advanced vocabulary, grammar, and exegesis.

LNG 303 Greek Prose Composition

Pre-requisites: LNG 202

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.

LNG 304 Exegesis of the New Testament

Pre-requisites: LNG 202

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 Epistles in Greek

Pre-requisites: LNG 202

Under development.

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 Exegesis of Mark in Greek

Pre-requisites: LNG 202

Under development.

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

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.

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.

Sociology

SOC 101 Introduction to Sociology

This course provides an introduction to sociology, “the scientific study of social behavior and human groups.” Topics include research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations.

SOC 301 Global Poverty and World Change

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 of 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.

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