I think with you that nothing
is of more importance for the public weal,
than to form and train up youth in wisdom and virtue...
wise and good men are, in my opinion,
the strength of a state
far more so than riches or arms.

~ Benjamin Franklin, 1750 ~
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About Gutenberg

Gutenberg College is an educational institution that exists to educate individuals and to foster both an understanding of the biblical worldview and a desire to pursue truth conscientiously. Gutenberg seeks to accomplish this mission through an undergraduate “Greats Books” liberal arts program.

At Gutenberg College, education is a means to an end. The goal is mature adults who know how to live well—people who have carefully crafted a sound worldview and have acquired the knowledge and skills to live productive and constructive lives. Toward this end, Gutenberg College’s undergraduate program offers a broad-based liberal arts education in a unique environment. Students who graduate from Gutenberg’s four-year program receive a Bachelor of Arts (B.A.) in Liberal Arts.

Authorization

Gutenberg College is a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degree of Bachelor of Arts (B.A.) in Liberal Arts described in the Gutenberg Catalog, following a determination that state academic standards will be satisfied under OAR 583-030.

Direct inquiries concerning the standards or school compliance to the Office of Degree Authorization, 255 Capitol St NE, Salem, Oregon 97310. For all matters (including complaints) pertaining to instate programs, call 503-947-5716 or email: Info.PPS@state.or.us.

This school is authorized under federal law to enroll non-immigrant alien students.

Gutenberg College’s degree program leading to the Bachelor of Arts in Liberal Arts is approved for students receiving veterans’ benefits.

Accreditation

Gutenberg College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org], having been awarded Reaffirmation I of its Accredited status as a Category II institution by the TRACS Accreditation Commission at its meeting on October 21, 2014. This status is effective for a period of ten years.

TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

The Accreditation Process

Gutenberg College opened its doors in 1994. The faculty and board have spent years honing the curriculum, program, and essential culture that is the hallmark of the Gutenberg experience. It was difficult to find an accrediting association that both adhered to high academic standards and was flexible—that is, willing to take the time to understand Gutenberg and to not see the intimate size of the student body as a detriment. The Transnational Association of Christian Colleges and
Schools (TRACS) proved to be just such an organization. The TRACS staff and site-visitation team had to work hard to try not to see Gutenberg through the standard lenses of the modern college criteria. Gutenberg does not fit—and does not want to fit—that mold. By interacting with Gutenberg students, the site-visitation team successfully grasped and communicated to TRACS what Gutenberg offers its students; the team knew from what they saw—academically, spiritually, and corporately—that Gutenberg College deserved to be accredited. TRACS therefore approved Gutenberg College for candidacy for accreditation on November 9, 2004.

Gutenberg College was awarded full accreditation on November 3, 2009, after a five-year process that included (1) providing evidence that it is in substantive compliance with the TRACS Standards and Criteria, (2) completing a second self-study, (3) undergoing evaluation by a second site-visitation team, and (4) having been found by that on-site evaluation team and the Accreditation Commission to provide quality instruction, student services, adequate facilities, etc.

Following is a selection from the first site-visitation team’s report to the TRACS Accreditation Commission:

“Gutenberg College’s unique combination of a Great Books curriculum, Socratic pedagogy, intimate community environment, and deep commitment to character development within a family-like setting were designed to offer a Christian undergraduate education quite distinct from the institutional paradigm dominant in American higher education. These distinctive characteristics are precisely what make the institution what it is and make the student’s overall experience so valuable. They are also what have made the institution such a challenge to evaluate according to TRACS’ standards, which were developed with the more common or traditional academic institution in view. The visiting team, therefore, has had the challenge at numerous points of trying to fit Gutenberg’s multisided pegs into TRACS’ square holes. We have made every effort to understand Gutenberg College on its own terms, in light of its Self-Study, interview with Board members, administrators, the faculty, the students, and a careful review of the College’s documents. Much of what Gutenberg does fits within TRACS’ standards and generally accepted professional academic standards. However, the Site Team found that the College is sufficiently unique that it was simply not possible to assess compliance to several Standards without having considerable flexibility or exercising our professional judgments along non-traditional trajectories. Thankfully, a tree is known by its fruit, and so the students have shown us the fruit of the Gutenberg approach to undergraduate education. The Team has tried to represent the College fairly and accurately in this report and encourages the Accrediting Commission to recognize the distinctive and non-traditional nature of Gutenberg College in its deliberations of its application for candidacy.” — Transnational Association of Christian Colleges and Schools (TRACS) Site Team Report, July 2004.

On October 21, 2014, after Gutenberg College had completed another self-study and had been examined by another site-visitation team, the TRACS Accreditation Commission voted to grant Gutenberg College Reaffirmation I status as a Category II institution, without conditions, approved to offer a Bachelor of Arts in Liberal Arts. This status is effective for ten years.
How to File a Complaint with TRACS
To file a complaint with TRACS, go to www.tracs.org. Select “Publications & Forms.” Under “Complaint Packet” are three downloadable PDFs: (1) Complaint Information Sheet; (2) Complaint Policy and Procedures; and (3) TRACS Complaint Form.

Gutenberg’s History
Gutenberg College admitted its first class of four students in September 1994 and held its first commencement exercises in June 1998. Gutenberg’s history, however, has a much earlier beginning. The college was the culmination of many years of thought and experience by the staff of McKenzie Study Center (MSC), founded in 1979 as a Christian ministry to Eugene-area college students.

After years of teaching students to interpret and apply the Bible, MSC teachers saw a need for giving students a broader education, one that would provide the learning skills essential to understanding the Bible and other writings and to understanding life. Discussions as to what would constitute such a program and, more generally, what would constitute a quality undergraduate education resulted in a program largely consonant with the Great Books colleges.

In October 1991, the MSC staff called a special meeting to discuss the idea of forming a liberal arts college. A committee convened later that month and held weekly planning and development meetings. In December 1993, the founding faculty applied to the State of Oregon for authority to grant the degree of Bachelor of Arts in Liberal Arts, which the State granted after evaluating the college’s application and making a site visit. Gutenberg’s first classes opened in September 1994. On June 18, 1998, the Board of Governors formally adopted the mission statement of Gutenberg College.

In 2001, Gutenberg College, Inc., became the “umbrella” organization under which the undergraduate program operated along with two institutes, McKenzie Study Center and Art Project. Gutenberg College Press came under the umbrella later, publishing its first book in 2004. Gutenberg College continues to exist to educate individuals and to foster both an understanding of the biblical worldview and a desire to pursue truth conscientiously.

The faculty of Gutenberg College, like the staff of McKenzie Study Center before it, have earned a reputation for intellectual integrity, commitment to teaching, and professional and ethical conduct. Gutenberg College—a Great Books college in the spirit of classical education that seeks to foster a love for learning and a desire to follow the truth wherever it leads—was built and exists on a solid foundation.

Gutenberg’s Name
Gutenberg College is named in honor of Johannes Gutenberg, who invented the moveable-type printing press in the mid-1400s. Many of the great writings of Western culture were among the first books to be printed and made available at an affordable price. The Bible was the first book to be printed on the Gutenberg press. Much of the influence enjoyed by the books in the Gutenberg College curriculum is due to the fact that the printing press made them available to a much larger readership than would otherwise have been the case.
Mission Statement

The purpose of Gutenberg College is (1) to provide an outstanding broad-based liberal arts education in an environment respectful of biblical Christianity, and (2) to encourage students to become mature, independent thinkers. To accomplish these goals, Gutenberg course work emphasizes interaction with writings of exceptional intellectual merit and the development of sound learning skills.

Statement of Identity

The Goals

• At Gutenberg, we are interested in encouraging one another to build and deepen our spiritual and intellectual grounding for God’s transformative work. We hope that our students will choose to seek the truth, love their fellow human beings, and ultimately bow to their Creator.
• Our goal is to foster maturity, character, and skills—skills of sound interpretation, clear thinking, careful listening, coherent written and verbal communication, and respectful engagement with contrasting opinions.

The Student Experience

• College students face the enormous challenge of forming their most important commitments in an age of conflicting voices and spiritual distractions. At Gutenberg, they find the rare but much needed freedom to engage deeply with the “big questions” about meaning, knowledge, truth, and God as they make sense of life and the Bible.
• Life at Gutenberg takes courage and responsibility. Students live in a close community and share classes together for four years. They must learn to trust, to be vulnerable, to be humble, and to care for others.

The Gutenberg Approach

• Gutenberg’s tutors and board members share two commitments: the truth of biblical Christianity and a methodological approach to the Bible that prizes authorial intent.
• Students are best served by being held to standards of rigorous thinking and biblical truth—but in an environment of respect, where tutors listen and guide rather than tell students what to think. Thus, tutors function as mentors and co-learners as opposed to professors.
• The curriculum explores influential works of superior intellectual merit, including those that critique Christianity. At Gutenberg, we have both the confidence that the Bible’s picture of reality is true and the humility to recognize that we might learn from those with whom we disagree.
• We all learn best through conversation, where we’re able to raise questions and discover answers that satisfy and fuel our desire to learn more. This approach is far more engaging and effective than lectures on secondhand material.
• The curriculum focuses heavily on apprentice-style development of academic skills in language, interpretation, and reasoning since this approach provides lasting benefit.
Objective & Philosophy of Education

In an age when higher education is being thought of more and more as job training, why does Gutenberg College emphasize the liberal arts in the unique way that it does? The program at Gutenberg is based on three foundational assumptions:

- A good education seeks to promote skill, knowledge, and wisdom.
- A liberal arts education is truly practical.
- Education must be both objective and personal

What follows is an explanation of how each of these assumptions plays a part in the education offered at Gutenberg College.

A good education seeks to promote skill, knowledge, and wisdom.

In recent times, education has become equated with preparation to make a good living. Education at Gutenberg College hearkens back to an earlier and more universal understanding—namely, that education is preparation to live a good life. Living a good life requires more than just knowledge or conformity to a societal expectation; it requires wisdom and understanding. A true education provides the tools to sort out that which is wise from that which is not; it gives those who want to make sense of life the learning skills they can apply to all fields of human knowledge. Consequently, an education worthy of the name focuses on the following:

- the development of sound learning skills,
- the acquisition of a broad base of knowledge, and
- the construction of a well-considered worldview grounded in wisdom.

(1) Skill. Gutenberg seeks to develop in each student the skills of reading difficult material with understanding, writing clearly and persuasively, and thinking critically. Every aspect of the Gutenberg College curriculum keeps these important goals in mind. Students are expected to interpret and critique the works they read, to explain their understanding in a clear and rational way, and to write orderly, well-reasoned, and convincing papers. By teaching basic learning skills, Gutenberg College seeks to make students lifelong learners who are capable of dealing with a rapidly changing world.

Gutenberg emphasizes these thinking skills because the faculty do not share our culture’s fashionable suspicion of reason, a suspicion shared by some non-Christians and some Christians alike. The Gutenberg College faculty are confident that biblical Christianity is both completely true and eminently rational; they believe that rationality is the trustworthy servant of spirituality and not its enemy. (See Gutenberg’s Biblical Foundation Statement for a more complete description of the faculty’s foundational assumptions.)

An essential component of any good education, therefore, will be the development and sharpening of our God-given reasoning ability. Becoming responsible and earnest seekers after truth through the pursuit of what is rationally compelling is an essential aspect of maturity.

(2) Knowledge. Knowledge, of course, is a primary goal of any college education. A liberal arts college like Gutenberg, however, does not seek to impart the highly focused knowledge of the
specialist. Knowledge is seen as the servant of understanding; it provides the raw materials that intellectual skill uses as it moves toward wisdom. Since truth is a consistent, coherent unity, knowledge from many different disciplines contributes to a person’s understanding. One can benefit, for example, from the biologist, the philosopher, the artist, the economist, and the psychologist, who all have different perspectives on the human condition. A broad-based education that sufficiently acquaints students with the whole range of human knowledge equips them to explore any given field at greater depth, and thus it serves them well.

(3) Wisdom. The ultimate goal of the educated person is wisdom, an ability to see things as they truly are and to live in the light of that understanding. Gutenberg seeks to aid students as they begin the lifelong task of constructing a sound and coherent worldview. One’s worldview—one’s perspective on the nature of reality and the meaning of life—has implications for choices in all areas of life, such as career, family, and lifestyle. No one can escape making such choices, and no one can escape having a worldview out of which to make those choices. Gutenberg’s distinctive education encourages students to build a coherent and accurate worldview, to pursue a knowledge of the purpose and nature of human existence and how that relates to God.

Because an accurate worldview will have at its heart a moral vision, Gutenberg is very concerned with the moral development of its students. Such development does not come by imposing a large set of rules; rather, it comes by challenging students to live in the light of their developing worldview. Gutenberg students work closely with each other, and this provides many opportunities for character development and growing in wisdom. The ideas of the classroom cannot remain abstract because they must be faced in the life of the community.

A liberal arts education is truly practical.

When people talk about an education being practical, they usually mean one that prepares a student to find a high paying job easily. While acknowledging that employment is a practical issue, Gutenberg College stands for a broader and more realistic concept of practicality. The practicality of a thing is measured by its power to benefit or to harm. Gutenberg College resists the notion that the benefit of education is merely or even primarily financial.

As discussed above, the goals of the liberal arts education at Gutenberg College are a broad base of knowledge, a sharpened set of learning skills, and a coherent worldview grounded in wisdom. The benefits of such things go far beyond the workplace, although they certainly include the workplace. In a rapidly changing economy, employers are learning the drawbacks of specialization. They are searching for employees who can learn new things and adapt to new situations, who can communicate complex ideas, and who have the character and integrity to work effectively with others. The liberal arts education at Gutenberg College is exactly designed to foster such qualities.

Even more importantly, however, the combination of skill, knowledge, and wisdom that Gutenberg College seeks to foster has the power to benefit the student’s entire life. If today’s workplace requires such qualities as adaptability, critical thinking, and integrity, how much more does the world in which we live demand them? A person’s well-being in such a world depends more on skill at living life than it depends on one’s job. Wealth and prestige in the hands of an uncritical, self-absorbed, and passion-driven person is no benefit. A liberal arts education is not a magic pill, and it is certainly not our savior, but it does promote attributes that have incredible power to affect the quality of our lives.
Education must be both objective and personal.

Gutenberg College is committed to the idea that there exists an objective truth that can be known, rooted in the nature of God and His creation. Truth does not vary from person to person but is a fixed reality with which each person must come to terms. That process of wrestling with truth, however, is very personal and subjective. Gutenberg College seeks to recognize both the objective nature of truth and the subjective nature of learning. Over the course of four years, students are exposed to the fundamental questions of life and the answers, good and bad, offered by our cultural heritage. Ultimately, however, students must formulate answers to these questions for themselves. In the process, the Gutenberg College faculty encourage students to pursue truth and reason wherever they might lead.

This recognition of the personal, subjective nature of true learning has led to the following two important aspects of the Gutenberg experience:

First, while the Gutenberg College faculty are committed advocates of a biblical worldview, believing the Bible to be the inspired and inerrant word of God, they are also firmly convinced that developing a sound and healthy worldview requires a non-coercive educational environment. Teachers must grant students the freedom to reach their own conclusions. No student, therefore, is required to subscribe to a particular doctrinal stance or to embrace a particular set of religious practices. The strength of the Christian worldview becomes most apparent when it can hold its own in the marketplace of ideas.

Second, the personal nature of learning suggests that apprenticeship is a better model for education than is lecturing. Socrates taught that speech-making is worthless as a means to imparting wisdom; speech-making is for entertainment, not education. Agreeing with Socrates, the faculty at Gutenberg College believe that learning, like most skills, is best accomplished by doing. Apprenticeship has long been used to pass important skills from one generation to the next. A less skilled student learns under the guidance of one who has more mastery of an art; the novice observes the master at work, practices the art himself, and receives instruction from the more skilled. This is the model adopted in the Gutenberg College curriculum. Teachers, called “tutors” at Gutenberg, are seen as more advanced learners, but learners nevertheless. Under the guidance of these tutors, students acquire learning skills by observing the tutors exercise the arts of learning, by practicing those arts themselves, and by receiving instruction from the tutors. Consequently, lectures are few and small group discussions are standard fare. Students are encouraged to dialogue critically with the texts they read, with their fellow students, and with their tutors. Through person-to-person conversation about important and vital issues, deep and lasting understanding can result. Therefore, every aspect of the Gutenberg education seeks to emphasize dialogue and conversation and to minimize lecturing.
Biblical Foundation Statement

Unless I am convicted by Scripture and plain reason—I do not accept the authority of popes and councils, for they have contradicted each other—my conscience is captive to the Word of God. — Martin Luther

Background to Biblical Foundation Statement

Gutenberg College grew out of a campus ministry (McKenzie Study Center) that distinguished itself by its lively interchange of ideas and its willingness to question the unquestionable. The founders of Gutenberg College were scholars who participated in that dialog for many years. Individuals changed their minds on many issues over the years, but a consensus resulted from the dialog; a set of beliefs came to characterize this community of scholars, as it does the Gutenberg faculty today. The Gutenberg College Biblical Foundation Statement documents these beliefs.

All regular and probationary faculty, administrative staff, and members of the board of governors must acknowledge their agreement with the Biblical Foundation Statement by signing the Declaration of Compliance to the Gutenberg College Biblical Foundation Statement. Although the continuing dialog of ideas is a crucial aspect of the Gutenberg College education, ultimately this dialog rests on a shared epistemological method—a set of assumptions that, while being well-founded and of excellent pedigree, are not common in our day. In order to be a meaningful participant, one needs to agree with the epistemological “rules” governing the dialog. Part 1 of the Gutenberg College Biblical Foundation Statement, the “Statement of Methodological Commitment,” delineates these rules, and all members of the faculty (except adjunct faculty) must agree to them. Parts 2 and 3 of the Biblical Foundation Statement further delineate the consensus that has emerged over the years. Part 2, “Summary of the Primary Message of the Bible,” describes what the faculty has concluded to be the essential features of biblical Christianity. Since, however, the summary does not include several issues typically found in such theological statements, Part 3, “Doctrinal Statement,” makes explicit what the faculty believes with respect to other theological issues. All members of the faculty (except adjunct faculty) must agree to Part 1 of the Biblical Foundation Statement. In keeping with the spirit of the dialog of ideas, however, Gutenberg College grants faculty members the freedom to disagree, in good conscience, with particular statements in Parts 2 and 3 but asks them to demonstrate to the satisfaction of the other faculty that these deviations are defensible on the basis of the epistemological method described in Part 1.

Because Gutenberg College wants students and their families to be fully informed about the faculty’s underlying presuppositions in their pursuit of truth, the Biblical Foundation Statement is included on this website. Although all prospective students are required to read the Statement, students are not required to subscribe to its hermeneutical or doctrinal stances. Each student is encouraged to think through how to derive truth and how to articulate his or her own perspective.

Introduction: Gutenberg College Biblical Foundation Statement

Gutenberg College is founded on the epistemological, hermeneutical, and doctrinal stances set forth in this Statement, which consists of three parts: “Methodological Commitment,” “Summary of the Primary Message of the Bible,” and “Doctrinal Statement.” Together these three parts
articulate our beliefs concerning how one arrives at a biblical worldview, the essential core elements of a biblical worldview, and the specific doctrinal commitments of Gutenberg College.

**Part 1: Statement of Methodological Commitment**

*Part 1, “Methodological Commitment,” is Gutenberg College’s philosophical and doctrinal position regarding truth and the epistemological method by which we pursue it. Gutenberg College embraces rationalbiblicism as a methodological approach to biblical revelation. A biblicist is a person who believes that God has given us the Bible to be the sole infallible authority with regard to matters of ultimate truth. A rational biblicist is one who believes that God has given us our rationality as the ultimate arbiter of truth and, therefore, that no truth will be contrary to the dictates of sound reasoning. These methodological commitments are reflected in what follows:*

1. We believe that truth exists and is knowable; and we believe that truth about God and other ultimate realities exists and is knowable just as surely as we believe that truth about mundane realities exists and is knowable.
2. We believe that God created human rationality, that it is a universal, God-given faculty of every human being, and that God made it to be the ultimate epistemological authority—that is, we believe that what is soundly rational can and should be assumed to be true, and we believe that what is true will be soundly rational. Furthermore, we believe that what is not soundly rational should be assumed to be false.
3. We believe that God, through the processes of history, has granted to us an authoritative collection of writings we call the Scriptures. The Scriptures are that set of writings that God providentially brought into being and purposed to serve as an authoritative source of teaching with regard to ultimate realities. We believe that these Scriptures are the only objective spiritual authority that we should allow to dictate our understanding of ultimate realities.
4. We believe that no creed, no orthodoxy, no consensus, no tradition, nor any other extra-biblical source of teaching that attempts to claim what the Bible teaches should ever dictate how we understand and interpret the Bible. We believe that our doctrines, beliefs, faith, practice, understanding, and knowledge should be brought into conformity to what the actual text of the Scriptures actually teach; but we do not believe that our doctrines, beliefs, faith, practice, understanding, and knowledge need be brought into conformity to any spiritual authority other than the Bible.
5. We believe that our understanding of the teaching of the Bible must be dictated and informed by sound, rational exegesis of the text of the Bible and by that alone. And we believe that sound, rational exegesis can only be exegesis that accords with the assumption that the biblical writings communicate in the mode of ordinary human verbal communication. Any exegesis that does not accord with that assumption we must consider unsound and invalid.
6. We grant absolute authority to the Bible and make it our working assumption that everything the Bible asserts—no matter how seemingly trivial or unimportant—should be assumed to be true. We believe that the Bible is without error in anything whatsoever that it does, indeed, assert.
**Part 2: Summary of the Primary Message of the Bible**

The methodological commitments articulated in Part 1 will lead, we believe, to a certain understanding of the essential core teaching of the Bible; that understanding is presented in Part 2, “Summary of the Primary Message of the Bible.” This summary is far from exhaustive; an authentic rational biblicist will, on the basis of biblical teaching, believe more than is delineated in the following summary. Underlying this summary, and even implicit within it, are beliefs about the existence of God, the nature of God, the nature of the cosmos and the created order, the nature of human existence, the nature of moral goodness, and any number of other beliefs and assumptions. Furthermore, the worldview that is authoritatively revealed in the Bible—and, therefore, will be embraced by an authentic rational biblicist—contains further elements that are arguably tangential to and independent of the elements outlined in the summary below. The purpose of the following summary, therefore, is not to create an exhaustive outline of all that an authentically biblical Christian will believe. Rather, the following summary is intended to delineate the essential core of what constitutes the fundamental message of the Bible.

Our contention is this: anyone who employs the sound, rational exegetical method to which a rational biblicist is committed will inevitably come to an understanding of the core message of the Bible that contains roughly those elements articulated below. Anyone who claims to be a rational biblicist but who does not and cannot agree with the synopsis of the Bible’s message outlined below (or who cannot offer a cogent explanation, in keeping with principles acceptable to the rational biblicist, of where and why they cannot agree) is not likely to be a rational biblicist in the sense in which we mean it.

The following summary is our current understanding of what the Bible itself would purport to be the essential core truths of its primary message:

1. What the Bible calls LIFE is the greatest good for any and every human being. LIFE would truly fulfill a human individual, fulfilling his created purpose and longing. No human being can be truly fulfilled who does not enter into LIFE.

2. LIFE, as defined by the Bible, describes an everlasting existence in a new age of created reality beyond the present age—in “a new heavens and a new earth” where goodness (righteousness) will prevail. Goodness will permeate that existence. It will dwell in every citizen’s heart and in every institution (if any) that is established in that everlasting society. The Bible describes it as a righteous Kingdom where Jesus, the appointed Messiah, will reign as its righteous King. While the description “Kingdom of God” may be somewhat metaphorical, it nevertheless describes a reality that is a metaphysically supernatural fact about the state of future existence.

3. The ultimate fulfillment of every human existence, therefore, is not and cannot be found in the present state of existence. This present world and the things in it are not capable of bringing the fulfillment and LIFE we were created for. The true hope for human existence lies beyond our lives here and now in this world. Our hope lies in a world to come. To expect to find ultimate fulfillment here and now in this existence is futile and foolish.

4. Evil, in a human creature, ultimately consists in his stubborn, foolish rebellion against God. Human evil is opposition to what and who God is, to what God values, and to what God has purposed. It manifests itself as some form of rebellion against God’s values, authority, will, requirements, purposes, promises, or anything else that reflects who God
is. Evil, so defined, can also be described as the hatred of God. The natural-born state of every human being is just such rebellion and hatred of God at the deepest core of who he is; hence, every human being is naturally evil. Even though human evil is ultimately self-destructive and self-defeating—since it is rebellion against the very thing he was created by God to be and against everything that would most fulfill his created humanity—every human being is nevertheless characterized by just such evil rebellion.

5. The first important obstacle to a human being’s entering into LIFE is his moral condition. In his natural-born state, every human individual is inherently evil and morally unworthy. He deserves no good thing from God. In the light of human evil, God’s just and appropriate response to every human being is moral outrage and a corresponding disinclination to grant him LIFE. Therefore, in the absence of something to avert God’s indignation, no human being has any hope of being granted LIFE by God. This is man’s most important problem—that from which every human being is most in need of rescue—namely, his facing a destiny of ultimate rejection by God and being denied LIFE.

6. This is the essential, universal core of the gospel (or “good news”) that Jesus revealed and that the apostles proclaimed: God, as a gift of His immeasurable mercy, will not hold any human being’s moral unworthiness against him. Out of mercy and mercy alone, God is willing to grant LIFE to any human being who truly and authentically wants it and is willing to receive it on God’s terms—namely, as a gift of divine mercy to all who will repudiate their natural rebellion against God and seek to know and love Him instead.

7. There is a second important obstacle to a human being’s entering into LIFE—namely, what the Bible sometimes calls a “hard heart.” A hard heart is a person’s stubborn volitional resistance to God and the things of God. The same rebellion against God that is intrinsic to man’s basic moral condition—rendering him evil—also controls and dictates those subjective desires and inclinations that become reflected in his everyday choices, actions, and behavior. Accordingly, just as a human being is instinctively evil at the core of his moral nature, he is also—at the level of his conscious purposes, deliberative actions, and volitional life generally—decidedly hostile toward God and all that God is. Due to the hardness of a person’s heart, therefore, a human being, left to himself, would never submit to God’s rightful authority, would never accede to God’s will, would never endorse God’s purposes, would never appreciate God’s values, would never like God’s priorities, and would never love who God is. As a consequence, no human being, left to himself, could ever bring himself to desire LIFE as a gift of divine mercy. The rebelliousness of the human heart would never permit him to do so—for to do so would require of a person (1) that he acknowledge his guilt and unworthiness before God, (2) that he acknowledge the glorious mercy of God and bow to it in gratitude, and (3) that he love the person and values of God and want to exist with them forever. None of these are dispositions that the hard heart of man could ever allow. Accordingly, even though the “good news” of God’s undeserved mercy has been announced by Jesus and the apostles, no human being, left to himself, will ever receive that announced mercy and the LIFE that follows from it; for the hardness of his heart will never permit him to do what he must do to receive it—namely, to acknowledge and honor the God who offers him mercy.

8. There are a select few members of the human race whom God has sovereignly chosen to receive His mercy and the LIFE that results. God—through the activity of His Spirit at work in their hearts—makes these people evident by producing a quality within them that
the Bible calls “holiness.” The essential characteristic of holiness is that it is the opposite of the hardness of heart that is natural to a sinful human being. While, due to the hardness of his heart, a natural-born human being hates God and is unwilling to acknowledge Him, the one who has been made holy loves God and is desirous of knowing Him.[Important note: the above distinction between a “hard heart” and an “evil moral nature” is important. The one whom God has made “holy” has not been purged of his “evil moral nature.” His “hard heart” has been softened. His conscious, deliberate rebellion against God has been turned into a desire for and commitment to learning to love and submit to God. But this does not mean that instinctually—at the level of his core moral nature—he has been made good. The transformation of one’s moral nature from evil to good is part of one’s future expectation of LIFE. In the final age, beyond this present existence, those whom God has chosen for LIFE will be “glorified.” At least in part, one’s glorification will mean his being re-created such that his moral nature is, at core, good rather than evil. But it is then, and only then, that he can expect to be rescued from the deep-down reality of evil in his own nature. In the meantime, in this present age, the holiness produced by the Holy Spirit is at the level of the person’s “heart,” not at the level of his fundamental moral nature.]

9. The Bible delineates a number of different manifestations of holiness in the life of one who has been made holy, but the two manifestations the Bible seems to consider most obvious, dramatic, and noteworthy are these:(a) The holy person responds to God’s merciful offer of LIFE to those who desire to know Him with “Yes. I desire LIFE; I desire to know You; and I thank You.” The one who rejects God’s offer of LIFE, refusing to repent and acknowledge Him, is not holy and will not be granted LIFE.(b) The one who is holy acknowledges the true identity, the true significance, and the real contribution of Jesus of Nazareth. Anyone who refuses to acknowledge who Jesus really is, what Jesus did, and why Jesus is significant is not holy and will not be granted LIFE.

10. Jesus of Nazareth was sent into the world by God to accomplish a number of things and to fulfill several distinct purposes, the most important of which are these:(a) Jesus was sent into the world as “the light of the world.” That is, He was the most important of all of God’s prophets. He came to reveal in full what prior prophets had all revealed in part. Jesus came and revealed all we need to know of who God is and what His ultimate purposes are.(b) Jesus is the Messiah, the Anointed One. He is the one God has appointed to serve as King over the everlasting Kingdom of God.(c) Jesus is the true High Priest appointed by God to possess the right and authority to appeal to God for mercy on the behalf of sinful mankind.(d) Jesus was the “lamb slain before the foundation of the world”—that is, He was the propitiatory offering offered up to God as an appeal to God to be merciful to sinful mankind. When Jesus willingly allowed His own crucifixion, He was (in His capacity as our true High Priest) offering up to God—in the form of his own life-blood—a precious sacrifice, offered up to God in an appeal to God to be merciful.(e) Jesus was and is God become man—the eternal Logos incarnated as flesh, the “visible image of the invisible God.” Jesus represents visibly and tangibly—in the form of a human being—all that God is. Accordingly—even though Jesus is fully a human being like us—it is appropriate to worship Jesus as God Himself, for the authority and character and majesty of God Himself has been embodied uniquely and solely in Jesus.
11. The essential core of biblical Christianity, therefore, can be summed up as follows: the one who acknowledges, appreciates, values, and endorses all that Jesus was, is, and did—as outlined in the point above—and who, accordingly, gratefully receives God’s promise of LIFE as a gift of divine mercy—is among those chosen by God to be granted LIFE in the age to come. The one who stubbornly refuses to acknowledge, appreciate, value, and/or endorse all that Jesus was, is, and did is not among those who will receive mercy and LIFE.

Part 3: Doctrinal Statement

Part 3, “Doctrinal Statement,” presents the doctrinal commitments of Gutenberg College, as follows:

1. There is one and only one true God. He transcends the entire created order. He is the Creator of all that exists; and in accordance with His will, He transcendently determines all that happens. He has revealed Himself to all of mankind through ongoing disclosure of Himself to the Jewish people through His prophets first, but especially and finally through a man from Nazareth, Jesus, the Messiah, the Son of God.

2. The one and only transcendent God is a personal being—having the essential attributes of a person. But, uniquely, He is eternal, unlimited in His power to do whatever is logically possible to do and to know whatever can be known. He is completely and utterly good with no trace of evil in His character. And, most importantly, He is utterly and unfailingly loving so that He is faithful and reliable to bring to pass all the good that He has promised to bring about in and for those whom He has chosen.

3. The Bible speaks of three divine persons: (1) Yahweh, the God of Abraham, Isaac, and Jacob; (2) Jesus of Nazareth; and (3) the Holy Spirit, the Spirit of God. These three divine persons are all one. They are all the one and only transcendent God Himself.

4. God has left the record of His disclosure about Himself and His will in the Holy Scriptures of sixty-six books of the Old and New Testaments. These Scriptures we hold to be fully, and uniquely, inspired by God in every aspect of what their authors intend and to be an unerring and true testimony of what God has objectively disclosed to His people through word and act.

5. Jesus Christ is God, the living Word, who became a human being through His miraculous conception by the Holy Spirit and His birth by a virgin. Accordingly, Jesus is both truly Deity and truly human at the same time. He lived a sinless life and voluntarily atoned for the sins of the human race by dying on the cross, having the wrath of God that every human being deserved poured out upon Himself in their stead. Thereby appealing to God for mercy, He accomplished salvation from death to Life for all who trust in God for their justification. He rose from the dead in the same body, though glorified, in which He lived and died. He ascended bodily into heaven. He is now clothed with the glory of the Father Himself and has been “seated at the right hand of the Father,” having been qualified for and having assumed all the authority in heaven and earth that He was destined to be granted by God. He now makes intercession for His own.

6. Man was created in the image of God from the beginning of his creation. Man is not a product of random mutations and natural selection as portrayed in Darwinian evolution; rather, mankind is a product of the supernatural design and creation of God and distinct and qualitatively different from the animals. Man sinned by disobeying God, and as a
consequence he was alienated from his Creator. Thus, by one man sin entered into the world and death by sin, and so death passed to all men, for all sinned. Man’s nature is corrupted, and he is thus totally unable to please God in the “flesh”—his natural-born humanity. Every man is in need of regeneration and renewal by the Holy Spirit. The salvation of humanity is wholly a work of God’s free grace and is not the work, in any part, of human worthiness or goodness or of religious ceremony, practice, or discipline. In view of the work of Jesus Christ, God forgives the one who humbles himself and puts his faith in Christ alone for his salvation. From such a one, God withholds His wrath against sin and grants His righteousness.

7. The Holy Spirit is God Himself come into the world to make God known to the world, to reveal the Truth of God’s purposes, to enlighten the mind of the believer and to open his heart to truth, and to convict the unbelieving world of the coming judgment. The evidence of the Spirit in a person’s life is the seal of and down payment on his eternal inheritance.

8. Jesus Christ is the Head of the church, His body, which is composed of all believers, living and dead, who have been joined to Him through saving faith. He, however, has chosen to organize His body and direct it through enabled leaders who seek His wisdom and direction by the Holy Spirit and the Scriptures. They are called to be examples to the body in humility and service. The church is encouraged to come together and share their lives with one another through mutual encouragement and edification in the faith through the teaching of the Scriptures, the mutual example of authentic faith, and through mutual loving service to one another.

9. Jesus Christ will come to earth—personally, visibly, and bodily—to consummate history and the eternal plan of God. After physical death, believers will be resurrected to everlasting glory and blessing and will enter into eternal conscious reward. At that time they will share in the glory of Christ Himself. After physical death, unbelievers will undergo an eternal punishment and everlasting condemnation.

10. The Lord Jesus Christ commanded His apostles to proclaim the Gospel throughout the world and to disciple men and women of every nation. The spreading of that Gospel is ultimately the most important endeavor of the Church. Mature believers, pursuing righteousness and wisdom, will consider of utmost importance the proclamation of the gospel to unbelievers, of greater importance than any worldly and personal ambition.

11. Satan is real and personal and intent on frustrating the purpose of God.
Ethics Statement

All employees and volunteers of Gutenberg College shall be held to the highest standards of professional and ethical conduct. Likewise, students of Gutenberg College and residents at facilities operated by Gutenberg College shall also be held to high standards of conduct.

Part 1: Code of Employee and Volunteer Conduct

Employees and volunteers may be dismissed from their position(s) at Gutenberg College on one or more of the following grounds:

1. Physical or mental incapacity to carry out assigned duties faithfully and consistently.
2. Commission of any act or acts involving moral turpitude or conduct found, and declared by the Board of Governors to be, seriously offensive to justice, honesty, or good morals. Such acts include, but are not limited to, the following:
   - Conviction for violation of any federal, state, or local laws;
   - Dishonesty, such as giving false information, alteration or misuse of documents, plagiarism, impersonation, and other forms of fraud;
   - Illegal use, sale, or possession of stimulants, intoxicants, or drugs;
   - Abuse, intimidation, or harassment of another person by physical force or threat of physical force.
3. Failure to perform assigned duties in a satisfactory manner.
4. Malicious commission of any act to the detriment of the purposes of the college or of the good order of the college, its parts, or the members of those parts, including, without limitation,
   - Any act intended to bring or necessarily bringing public disgrace to the college, its parts, or their members, without justification;
   - Any unlawful defamation (whether or not action at law is brought) directed toward the college, its parts, or their members.
5. Persistent and irreconcilable disagreement on the part of the faculty member with officially adopted objectives, purpose, and policies of the college, manifested by one or more acts of insubordination.

In addition to the grounds listed above, individuals who are required by the Gutenberg Polity to sign a Declaration of Compliance to the Gutenberg College Biblical Foundation Statement and this Ethics Statement (those whose responsibilities entail setting policy for the institution; overseeing the programs, departments, and offices of the institution; teaching in the institution; and/or representing the institution to oversight bodies, the public, and prospective students) may also be dismissed on the following grounds:

1. Fundamental disagreement with Part 1 of the Gutenberg College Biblical Foundation Statement, the “Statement of Methodological Commitment.”
2. Fundamental disagreement with the Gutenberg College Ethics Statement.
Board Members and President
On one or more of the grounds listed above, a board member’s or the president’s appointment may be terminated at any time by a majority vote of the board of governors.

Administrative Staff
On one or more of the grounds listed above and upon the recommendation of the president, an administrative staff person’s appointment may be terminated at any time by a majority vote of the board of governors.

Faculty
Gutenberg faculty are held to the highest standards of professional and ethical conduct in the classroom and in the community. On one or more of the grounds listed above and upon the recommendation of the dean, a faculty member’s appointment may be terminated at any time by the president.

Other Staff and Volunteers
On one or more of the grounds listed above, staff and volunteers (other than those noted above) may be terminated at any time by the president.

Part 2: Code of Student Conduct
To be a Gutenberg College student is to avail oneself of a unique educational opportunity. To benefit fully from the program, a student must work hard and be a cooperative member of the Gutenberg community. Therefore, every student must agree to be respectful of other students, residents, faculty, and staff, cognizant of the fact that, in a small community, the actions of one affect everyone else.

Our rights, privileges, restrictions, and freedoms are derived from our relationship to the community in which we live. Freedom properly exercised is expanded. When it is improperly exercised it is reduced. Discipline is the community’s process of responding to the abuse of rights, privileges, and freedoms. It includes helping the offender understand the way his action is not acceptable in the community and how his place in the community can be restored through mature acceptance of responsibility. Discipline is fundamental to education, a major purpose of which is to help people make a reasoned use of freedom and thereby acquire more.

Loss of privilege, restitution, suspension, or expulsion may be imposed on any student whose conduct on or off the campus disturbs the peace or diminishes the reputation of the college community. The kinds of misconduct that may bring discipline are as follows:

1. Conviction for violation of any federal, state, or local laws;
2. Dishonesty, such as giving false information, alteration or misuse of documents, plagiarism, cheating in school work, impersonation, and other forms of fraud;
3. Theft, misuse, unauthorized use, or unauthorized entry of college or public property;
4. Illegal use, sale, or possession of stimulants, intoxicants, drugs, or tobacco products and vapes;
5. Use of marijuana in any capacity (even though legal in Oregon);
6. Storing or consuming alcohol on campus (except for administratively sanctioned events), providing minors with alcohol, consuming alcohol if under the legal-drinking age;
7. Willful failure to comply with the authorized directions of any college official, staff member, or tutor acting in the performance of his duties;
8. Obstructing or forcibly disrupting college activities;
9. Abuse, intimidation, or harassment of another person by physical force or threat of physical force;
10. Deliberate or careless endangerment to another person, such as the following: tampering with safety equipment, violation of safety regulations, and use of firearms, knives, explosives, or other weapons on campus.
11. Receipt or transmission of any material in violation of any state or federal law, including the receipt or transmission of any unauthorized copyrighted material or any threatening or obscene material via the Internet or any other means.

Part 3: Code of Resident Conduct
Gutenberg desires to foster an atmosphere where honest inquiry into life’s “big questions” is encouraged. While residents at facilities operated by Gutenberg College are not required to profess Christian faith, they are required to abide by the Code of Student Conduct stated above and the following three “moral issue” guidelines:

1. No irresponsible drinking or drug use is permitted;
2. No sexual activity between unmarried people is permitted; and
3. Residents agree to pursue kindness in their dealings with one another, especially in the midst of life’s difficult struggles.
Academic Program

Gutenberg College is a classical “Great Books” college. Great Books colleges offer a broad-based liberal arts education with a curriculum centered on reading and discussing those writings that have been most significant in the formation of Western culture. Taken together, these writings constitute a “Great Conversation.” Through several centuries of this extended conversation the most important issues facing mankind surface time after time: Who is man? Who is God? What is the relationship between them? How ought one live one’s life? Studying the writings of the foremost thinkers of our culture gives students the opportunity to examine different perspectives on these important questions. In a sense, students learn at the feet of great thinkers.

Like other Great Books colleges, then, Gutenberg College’s curriculum centers around the discussion, in small groups, of these consequential works.

Degree Requirements

In order to receive a bachelor’s degree from Gutenberg College, students must fulfill all of the following requirements:

- Complete all of the required courses with a passing grade;
- Pass all of the second-year qualifying exams;
- Earn a cumulative grade point average of 2.3 (C+) or higher;
- Pass the senior thesis.

Upon completion of these requirements, the student receives the degree of Bachelor of Arts (B.A.) in Liberal Arts as authorized by the State of Oregon.

Course Requirements

At Gutenberg College, all students take the same courses. There are no majors and no electives, although there are occasionally optional courses. All students must successfully complete every required course in order to graduate. The total number of credits required for graduation is 184.5. (One credit hour equals one hour of in-class work plus two hours out-of-class work, or the equivalent.) The core curriculum is listed below.

Student Status

Students taking no less than 12 credits are considered full-time students. Students taking less than 12 credits are considered part-time students. However, students who demonstrate proficiency in Greek and/or German—for example, by having previously completed language courses at Gutenberg or another institution—may appeal to have their language requirement waived. Students who have had their language requirement waived but who are otherwise taking all credits required of their grade level shall be considered full-time students even if the number of credits they are taking falls below 12.
Core Curriculum

Course numbers indicate the year in which students generally take the courses (100–first year; 200–second year; 300–third year; 400–fourth year), although the order of some courses within a subject area may vary.

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Students may take the following Western Civilization courses in either their freshman or sophomore year, one three-course sequence in the freshman year and another in the sophomore year. Freshmen receive 6 credits for each course. Sophomores receive 6.5 credits for each course because they spend extra time throughout the year preparing for their two-year Western Civilization exam.

Students may take the following Great Conversation courses in either their junior or senior year, one three-course sequence in the junior year and another in the senior year. Seniors, who are excused from Great Conversation during the first two weeks of spring quarter in order to work on their senior theses, receive 5 (rather than 6) credits for spring term.
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### Microexegesis

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**Contemporary Issues Seminar**

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<th>Credits</th>
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<tr>
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<td>Writing 1</td>
<td>(3 qtrs x 2) 6</td>
</tr>
<tr>
<td>WRT 201, 202, 203</td>
<td>Writing 2</td>
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<td>WRT 301, 302, 303</td>
<td>Writing 3</td>
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**Senior Thesis**

<table>
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<tr>
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<tr>
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<td>(3 qtrs x 2) 6</td>
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<tr>
<td>THES 403</td>
<td>Senior Thesis</td>
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**Total number of credits required for graduation:** 184.5

**Optional Courses**

Gutenberg offers some optional courses. Course numbers indicate the year in which students take the courses (100–first year; 200–second year; 300–third year; 400–fourth year).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ALA 101, 201, 301, 401</td>
<td>Applied Liberal Arts</td>
<td>(4 qtrs x 1) 4</td>
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Course Descriptions

Great Books Reading & Discussion

The authors of the Great Books contributed their thoughts to the “Great Conversation” through analyzing the thinking of their contemporaries and those that preceded them. Although the authors of the Great Books wrote in an historical context about issues pertinent to their time and culture, much of what they espoused has profound relevance today. The Gutenberg College faculty’s background in biblical exegesis has convinced them that no writing can be fully understood without a sound knowledge of the cultural background and the history of the times in which a work was written. As with any conversation, one cannot easily jump into the middle and make sense of the discussion; one needs to know the whole course of the exchange. Each thinker is responding to the issues generated by the time in which he lived, and one needs to know what questions the author is addressing in order to understand his contribution. Therefore, the education at Gutenberg places considerable emphasis on the acquisition of a good understanding of the flow of history in Western culture.

The four-year curriculum divides into two two-year segments. The first two years acquaint the student with the historical context and the main themes of the Great Conversation, while emphasizing the development of reading, writing, and thinking skills. Students read works or portions of works by many different authors. In their third and fourth years, students use the skills and knowledge they gain in their first two years to work more independently and to examine complete works by some of the more important authors of our intellectual tradition. Below is a list of some authors and works read in the curriculum.

Western Civilization (WCIV 101-203)

This survey course, at the heart of the curriculum for the first two years, introduces students to significant ideas that have surfaced in the history of Western culture. The survey begins in the ancient Near East and ends with the present. It incorporates a wide spectrum of disciplines—history, art history, philosophy, literature, political science, economics, theology, science, and sociology.

At the beginning of each week, tutors pose a main question and a series of related questions that deal with some significant development in Western culture. (Sample questions from the Western Civilization syllabus are listed below.) All of a week’s activities within the Survey of Western Civilization are designed to help students answer these questions. In two-hour sessions on Monday and Wednesday, tutors and students discuss a reading selection from the Great Books. On Tuesday, a tutor presents a one-hour lecture. During the week, students read 50 to 100 pages of background material pertaining to the historical setting and other aspects of the week’s question. Finally, for two to three hours on Friday, students and tutors meet to discuss the week’s questions. Both students and faculty look forward to the interesting, free-flowing, and fun Friday discussions.

Other parts of Gutenberg’s curriculum are designed to motivate students to answer each week’s questions. An exam at the end of each quarter is based on the weekly questions. And questions asked at the oral qualifying exam at the end of the second year are based on the weekly questions. (See “Second-Year Qualifying Exams” under Evaluating Academic Progress.)
Students who conscientiously complete each week’s work will be well prepared for both the quarterly exams and the oral qualifying exam.

**Great Conversation (GCON 301-403)**

In their third and fourth years, students are ready to participate in the Great Conversation in earnest. The readings for this course are the most important works produced by Western culture and are generally read in their entirety. Two quarters are devoted to reading works written before the Renaissance, and students read them in chronological order. Works written after the Renaissance are studied according to subject matter; a quarter is devoted to each of the following subjects: theology and world literature; epistemology and medieval literature; ethics and modern literature; and sociology and modern literature. Students meet to discuss the reading assignments three times a week, in two-hour discussion sessions.

**Reading List**

Some authors and works read in the curriculum:

- *Gilgamesh*
- *Enuma Elish*
- *Genesis*
- *Exodus*
- *Deuteronomy*
- *Homer*
- *Hesiod*
- *Herodotus*
- *Aristophanes*
- *Aeschylus*
- *Sophocles*
- *Thucydidides*
- *Plato*
- *Aristotle*
- *Archimedes*
- *Virgil*
- *Cicero*
- *Tacitus*
- *Lucretius*
- *Matthew*
- *I Corinthians*
- *Acts*
- *Galatians*
- *Plutarch*
- *Augustine*
- *Boethius*
- *Thomas Aquinas*
- *Dante*
- *Machiavelli*
- *Erasmus*
- *Copernicus*
- *Luther*
- *Calvin*
- *Shakespeare*
- *Galileo*
- *Kepler*
- *Hobbes*
- *Descartes*
- *Locke*
- *Spinoza*
- *Newton*
- *Defoe*
- *Swift*
- *Voltaire*
- *Thomas Reid*
- *Hume*
- *Rousseau*
- *Adam Smith*
- *Kant*
- *Goethe*
- *Maimon*
- *Hegel*
- *Austen*
- *Federalist Papers*
- *Constitution*
- *Schopenhauer*
- *Hawthorne*
- *de Tocqueville*
- *Feuerbach*
- *John Stuart Mill*
- *Darwin*
- *Kierkegaard*
- *Thoreau*
- *Marx*
- *George Eliot*
- *Dostoevsky*
- *Tolstoy*
- *James*
- *Nietzsche*
- *Freud*
- *Einstein*
- *Joyce*
- *Aldo Leopold*
- *T. S. Eliot*
- *Keynes*
- *MacIntyre*
- *Galbraith*
- *Von Hayek*
- *Ellul*
- *C. S. Lewis*
- *Solzhenitsyn*
- *Kuhn*
- *Francis Schaeffer*
- *Flannery O’Connor*
- *Kafka*
- *Foucault*
Western Civilization Syllabus Samples

Fall Quarter, Week One

Main question: Which do you think is more plausible—the modern scientific view of ancient man or the biblical account of ancient man? Do you think they are altogether incompatible accounts? Why?

Related questions: Why did man change from hunting/gathering to agriculture, and what were the resulting social and political changes? What were the distinctive features of hunting/gathering societies? What was the social-political structure? How did this economy affect population growth? How did this economy affect wealth accumulation? How did this economy affect the amount of leisure time? What were the distinctive features of agricultural societies? What was the social-political structure? What happened to population growth? What happened to wealth accumulation? What happened to leisure time? What can we learn about ancient man from his art? What was his worldview? What did he find of ultimate value? Was prehistoric man less intelligent? How does the biblical view of ancient man contrast with the modern scientific one?

Tuesday lecture: Pre-historic/Ancient Near Eastern Art


Optional Background Readings:

- Diamond, Guns, Germs and Steel, Chapter 14
- Epilogue of The Search for Explanations: The Emergence of Agriculture
- “Theory of the Origin of the State” from Science
- Gardner, Art Through the Ages, pp. 26-39

Winter Quarter, Week Two

Main question: Are one or more of the Hellenistic philosophies superior to that of Plato and Aristotle? If yes, which one(s) and why? If not, how do you account for the decline of Plato and Aristotle?

Related questions: What is the character of Hellenistic philosophy? Who were the key players and what were the movements, emphases, influences, patterns, characteristics, and ideas of Hellenistic philosophy? What were the philosophies that were competing for attention in the Hellenistic period? What is stoicism? What is Epicureanism? What is Skepticism? What is Cynicism? Were these philosophies in competition with traditional religious practices? Did they have competition from any other quarter? What would it mean to characterize Hellenistic philosophy as “therapeutic” in nature?

Tuesday lecture: Hellenistic and Roman Philosophy


Optional Background Reading:
• Tarnas, pp. 73-90

**Spring Quarter, Week Five**

**Main question:** Were the Dark Ages really dark?

**Related questions:** What were the Dark Ages? What was the state of education in the Middle Ages? Was there social and political chaos during the Middle Ages? Was there any technological progress at this time? Did art survive and/or thrive in the Middle Ages? What happened to the Greek and Roman legacy from classical times? What was courtly love?

**Tuesday lecture:** Technological Developments in the Middle Ages


**Required Background Reading:** Kagan, pp. 256-281

**Optional Background Reading:**

- Spielvogel, pp. 318-338, 354-373 (skim all)
- Cantor, pp. 475-528

**Microexegesis**

*(MXG 101-403)*

Any writing of high intellectual merit will present some difficulties to understanding. In many cases the reader can nevertheless read the whole work with substantial understanding in spite of lingering questions regarding the author’s intent in certain portions of the text. Other works, however, for various reasons pose so many challenges to understanding that the reader is overwhelmed with unresolved questions as to what the author is saying. This latter kind of work is studied in this course.

“Exegesis” is the Greek word meaning “interpretation”; to exegete a text means to study it carefully in order to make good sense of it. “Microexegesis” is word-by-word analysis of a text. This course teaches students the art of using contextual and lexical clues to make sense of particularly inescrutable texts and to discern the meaning their authors intended. Under the guidance of a tutor, students progress through a text sentence by sentence, discussing the interpretive questions and reaching a measure of resolution before proceeding. Students will find the skills and discipline learned in this course helpful when trying to understand any difficult text.

In their first three years, students will examine a variety of works from various genres. In the past, for example, students have studied Aristotle’s *Nichomachean Ethics* and *Categories*, Kierkegaard’s *Concluding Unscientific Postscript*, the Gospel of John and other Bible passages, and English poetry. In the fourth year, the text will be the Bible, and the passages will be chosen...
to highlight various hermeneutical issues. All works are chosen for the exegetical challenges they pose, but they are also chosen because their authors, for the most part, have had a profound influence on the world. Aristotle, Kierkegaard, Kant, and the authors of the Bible, are among the penetrating thinkers that Gutenberg students have examined profitably in Microexegesis.

**Foreign Language**

Language is the means by which we clarify, analyze, and express our thoughts; the more adept we are with language, the more easily we can work with ideas. Therefore, sensitivity to language and an understanding of how it works is central to Gutenberg’s curriculum.

The many languages in the world are essentially the same phenomenon: they all use morphology (the assignment of meaning or ideas to sounds) and syntax (the relationship between those ideas) to express thoughts. Different languages use a wide variety of lexical and syntactical devices. Learning foreign languages increases one’s understanding of the richness and complexity of human language in general; aspects of language hidden from us in our native tongue become very apparent in another language.

The Gutenberg curriculum includes one “dead” (no longer spoken) language and one “living” (currently spoken) language, because each makes a unique contribution. The study of dead languages tends to draw one’s attention to the rule-based regularity of language; we make sense of dead languages by recovering that regularity. The study of modern languages underscores the flexibility of language; much about language is idiomatic and not easily reduced to rules, and furthermore, native speakers frequently break the rules of language for studied effect. Only by understanding the interplay of regularity and flexibility in language can one appreciate how one can employ a finite number of tools (lexical and syntactical) to express an infinite number of ideas. Therefore, the Gutenberg curriculum includes study of classical Greek and modern German. Both languages are inflected (that is, change in word form indicates grammatical function), and both are useful.

**Classical Greek (GRK 101-203)**

Students are required to take two years of classical Greek, in their first and second years. Classical Greek is designed to equip students to read Plato, Aristotle, Sophocles, Thucydides, and the New Testament.

**German (GER 301-403)**

Students are required to take two years of German, in their third and fourth years. German is the most important language of research in most academic disciplines, as well as the up-and-coming language of Europe; many of the great philosophers, theologians, scientists, researchers, archaeologists, and sociologists wrote in German. This course teaches students to read German, and it places some emphasis on the acquisition of idiomatic speaking skills.

**Mathematics**

We human beings are rational creatures and as such desire to put our experience into some sort of rational order. Mathematics is one way in which we have pursued that goal. Mathematics is a formal exploration of the nature and limitations of our rationality as it relates to quantity. To the
extent that our understanding of rationality has changed over time, so has our understanding of mathematics.

The mathematics curriculum has a dual purpose in examining the nature of mathematical reasoning. First, an examination of the nature and limitations of our rationality is important in its own right. An understanding of rationality logically precedes a pursuit of knowledge and is thus a worthwhile goal. Second, the development of mathematics tells us something of our culture’s ideas and their origins.

The two-year sequence is divided into ancient and modern mathematics. The first year is devoted to ancient mathematics, primarily examining Euclid’s Elements. The second year covers modern mathematics, tracing the development of algebra and calculus and examining questions raised at the turn of the twentieth century about the foundations of mathematics.

**Ancient Mathematics (MTH 101-103)**

In their freshman year, students master proofs from the thirteen books of Euclid’s *Elements*. The subject matter begins with standard plane geometry in books one, three, and four, together with a bit of algebraic geometry (the exploration of algebraic types of problems using geometrical constructions) in book two. Students then consider the theory of proportion in book five and its application to plane geometry (book six) and number theory (books seven and ten). The year concludes with a study of the method of exhaustion (the forerunner of calculus) and its application to the measurement of the circle, first by Euclid in the *Elements* and then by Archimedes.

**Modern Mathematics (MTH 201-203)**

In the first quarter of the sophomore year, students examine the development of algebra. They read portions of works by Diophantus, Viéte, and Descartes. In their second quarter, students focus on the study of the infinite and infinitesimal—in other words, calculus. They study Zeno’s paradoxes, Newton, Berkeley, Cauchy, and Dedekind. In their final quarter, students consider the modern developments of Cantor, Frege, and Gödel—the emphasis here being the foundations of mathematical thought.

**Science**

Science thoroughly permeates society, whether determining guilt or innocence in a court of law or the origins of life and the universe. For many issues, scientists are considered by our society as the ultimate authorities responsible for what we know. To understand the modern world and our place in it, then, we must understand science. What does it say is true? What is the basis of its authority? What are science’s strengths and limitations? How do we integrate science into other ways of knowing?

Gutenberg College has chosen to focus its science curriculum on the foundations of science: what it is, how it works, its methods, and its scope and limits. The goal of the curriculum is to provide a systematic framework within which to understand modern science. This understanding will enable the lifelong learner to assess the findings of science now and in the future as each separate field of science continues to change and expand with an abundance of new information.
Science Seminars

The seminars scientifically and philosophically examine four significant scientific theories: Copernican astronomy, Darwin’s theory of evolution, relativity theory, and quantum mechanics. Throughout the seminars, foundational questions are at issue: What is science? What are its methods? And how does science justify its claims?

Astronomy: The Copernican Revolution (SCI 201, 202, 203). In a series of three seminars in their sophomore year, students examine the Copernican Revolution. This revolution transformed not only man’s understanding of science, but transformed man’s understanding of all knowledge and how it is obtained. This seminar series begins with Ptolemy’s earth-centered model, moves through the Renaissance discoveries, and culminates in the mathematical treatment of Isaac Newton. Students read portions of Ptolemy’s *Almagest* and Copernicus’s *On the Revolutions of the Heavenly Spheres* and from the works of Kepler, Galileo, Descartes, and Newton. In addition, students gain practical experience by examining pendulum motion using the work of Galileo as a guide.

Biology: Darwin’s theory of evolution (SCI 301) and population dynamics (SCI 302). Two junior-year science seminars explore the development of modern biology.

The first seminar focuses on Darwin’s theory of evolution. The seminar critically examines the theory and how Darwin justified his claim that the theory is true. In order to understand the theory and its significance, the seminar also explores a number of related topics. It traces the major developments and perspectives on biology from Aristotle to Darwin. And because the logic of Darwin’s argument depends heavily on Charles Lyell’s Uniformitarianism in geology, the seminar also examines Uniformitarianism. Lastly, the seminar examines the developments of biology from Darwin through Mendel to Crick and Watson’s discovery of the structure of DNA.

The second seminar focuses on population dynamics. In this seminar, the students are introduced to the basic mathematical models of population change. We begin with the idea of exponential growth and develop the concepts of the intrinsic growth rate and generation time, paying close attention to assumptions of the models. During this course the students learn to work with census data to characterize the rates of population change.

Physics: Theories of relativity (SCI 401) & quantum mechanics (SCI 402). Two senior-year science seminars are devoted to the study of Einstein’s theory of relativity and the theory of quantum mechanics. Both theories have changed our culture’s outlook on fundamental concepts. Both ask us to reject our intuitive notions of the world around us. Both have been used to suggest that absolutes do not exist. The focus of these seminars will be to examine the nature of our intuition, our rationality, and mathematical formalism and to look at how and on what basis we can determine what is and what is not true.

The relativity seminar examines the scientific and philosophical reasons that led to Einstein’s adopting his theory. It then explores why the theory was so widely and rapidly accepted by both the scientific and nonscientific communities.

The quantum mechanics seminar begins with a historical overview of some of the key experiments on light and electrons. This leads to readings about the problems intrinsic in quantum phenomena and the various interpretations of these phenomena.
Art

During their four years at Gutenberg, students participate in three art seminars and one art practicum. In the art seminars, students explore various art media as well as the ideas and concepts of art—the purpose of the seminars being both to give students a greater appreciation for the arts and to expose them to art’s power to convey the vital messages of our human and spiritual natures. The art practicum gives students practical experience making art; the focus of the practicum is not on individual skill, however, but rather on the challenge of transforming an idea into a form.

**Freshman Seminar: Music (ART 101)**

Music has always been an expression both of universal human feelings and specific cultural trends. This seminar provides a general introduction to music theory, history, appreciation, and practice. Students will listen to a variety of music as well as explore the nature of music and the ways it has changed over time. The goal is to give students a broad overview that will prepare them to listen to music more knowledgeably and to understand better the role of music in Western cultural history.

**Freshman Practicum: Making Art (ART 102)**

This practicum introduces students to some of the elements of art making. While the particular medium may change from quarter to quarter, the goal is the same: to help students understand some of the fundamental issues involved in understanding and making art.

**Freshman Seminar: Defining Art (ART 103)**

This freshman seminar centers on discussing readings on art by a variety of artists and art scholars. Students will also interact with works of art in various media. The goal of this seminar is for students to derive a definition of art by which the nature of all art practices can be understood.

**Senior Seminar: Moving Images & Cinema (ART 401)**

Our society appears to be moving from a “word-based” to an “image-based” culture, due in significant measure to the rise of the motion picture in the twentieth century. This seminar provides a general introduction to film theory, history, appreciation, and practice. The goal is to help students understand the nature of film as an art form and a cultural force.

**Contemporary Issues Seminar**

(SEM 301)

This seminar brings the “Great Conversation” to the present. Students and a tutor will select one or more current issues to examine in light of the flow of intellectual history. Emphasis will be placed on identifying the roots of the debate with regard to these issues.
Writing

Writing plays a significant role in the Gutenberg curriculum. Besides being a very practical skill in its own right, writing is essential to the development of clear thinking. Therefore, writing assignments intended to foster skillful communication and clarity of thought are integrated throughout the curriculum.

In their freshman, sophomore, and junior years, students receive a separate grade for writing. To help them become better writers, a writing tutor provides feedback on the assigned papers during class or through individual tutorials.

Freshman Writing (WRT 101-103)

During their first term, freshmen focus on the elementary principles of academic writing in a writing tutorial. During the remainder of their first year, students write a number of short papers in conjunction with the Western Civilization course.

Sophomore Writing (WRT 201-203)

Having mastered the elementary principles of academic writing, sophomores shift their focus to more advanced topics such as research, comparison, and style. Written assignments include a number of short papers on topics of students’ choice and/or topics taken from their reading in the Western Civilization course.

Junior Writing (WRT 301-303)

In preparation for their final writing project—the senior thesis—juniors will write a three-part essay similar in structure and style to their senior thesis. This class will help them plan, organize, and execute this junior thesis paper.

Senior Thesis

(THES 301, 401-403)

The culmination of a student’s work at Gutenberg College is the senior thesis. Each student is required to write a senior thesis comparing the ideas of two or more authors on a particular issue of the student’s choosing. Students are encouraged to begin thinking about their thesis topic at the beginning of the third year, and they must declare their topic by the spring quarter. Students can begin researching and writing their thesis as soon as their topic is approved. With the help of an advisor, students develop bibliographies, and they are strongly encouraged to read works from their bibliographies during the summer between their junior and senior years.

A Senior Thesis syllabus distributed to students in winter of their junior year helps each student complete his thesis in a timely manner. These deadlines include two papers in the fall and winter quarters of the senior year: the first on the perspective of one of the student’s thesis authors and the second on the perspective of the student’s other author. The third quarter of the fourth year is then devoted to writing the thesis itself. Each student must defend his thesis before a panel of tutors. Senior theses are graded “pass,” “pass with distinction,” or “no pass.” Every student must write a passing senior thesis in order to graduate.
Applied Liberal Arts (optional course)
(ALA 101, 201, 301, 401)
Applied Liberal Arts is a repeatable, elective course that affords students of Gutenberg College the opportunity to apply critical skills learned in their liberal arts curriculum—critical thinking, writing, and communication—in a practical work-study or internship environment. For successful completion of Applied Liberal Arts, the student will earn one credit. The course is graded Pass/No Pass. Course numbering corresponds to the student’s year in the curriculum: freshman–101; sophomore–201, junior–301; senior–401).

Evaluating Academic Progress

Grades
The Gutenberg College faculty recognizes grades as blunt instruments for evaluating a student’s achievement. What students learn in class is always complex and multifaceted. Sometimes a student will learn important skills or lessons having nothing to do with the content of the course. Nevertheless, the tutor must assess the student’s work with a grade for the quarter. Grades, however imperfect, are the universally recognized measure of a student’s progress and are necessary for students who wish to attend graduate or professional school or to transfer to another college.

Academic Grades

1. Letter grades (A, B, C, D, or F) will be awarded at the end of every quarter in each course, except for classes provided on a pass/no pass basis. The grading system is based on a 4.0 scale, and it may be qualified by a “+” or “−” worth 0.3 grade points. A minimum grade-point average of 2.3 is required for graduation.
2. Any letter grade higher than an F+ is a passing grade.
3. Grades will be given based on the coursework turned in by the end of the quarter unless extension arrangements have been made between the student and the tutor.
4. If a student does not officially withdraw from a course on or before the withdrawal deadline listed on the Academic Calendar, then a grade will be given for the course based on the work done and not done.
5. Academic grades appear on report cards and transcripts.

Course Deviations

Dropped Courses. Withdrawals made by the first Friday of the quarter will not appear on your transcript. The last day to withdraw from classes is three weeks before the last day of the quarter. (See the Academic Calendar.) Students who want to withdraw from (drop) a class must petition for the change by completing a Class Change Request form and submitting it to the college office. If a student withdraws from a course before the “last day to withdraw from classes” on the Academic Calendar, his transcript will show a ‘W’. If a student withdraws less than three weeks before the last day of the quarter, a grade for the course will be given based on the work done and not done unless the student requests an incomplete grade by completing an Incomplete Grade Request Form.
Incompleted Courses. If a student foresees he will not be able to complete course work by the end of the quarter, he may request an incomplete grade (‘I’) by completing an Incomplete Grade Request form. If his request for an incomplete is granted, the student will have one calendar year from the end of the quarter in which the class was taken to complete the coursework and to receive a grade. If the student does not complete the class within one year, the ‘I’ will remain on his transcript permanently without the credits counting toward his GPA; but the student must retake the entire class. The repeated class will appear as a separate class on his transcript. If a course is completed within the year, there will be no additional tuition charged. If the course has to be retaken, the student must register for the class and a fee will be charged. (Incomplete Senior Thesis is an exception. See below.)

Incompleted Course: Senior Thesis. If a student foresees he will not be able to complete the Senior Thesis by the end of his senior year, he may request an incomplete grade (‘I’) by completing an Incomplete Grade Request form. Students who receive an incomplete on Senior Thesis have seven years from the date of the incomplete to finish their thesis. If the Senior Thesis is completed during that time, the incomplete is removed and replaced by a grade assigned by the thesis adviser. During that seven-year period, students do not have to re-register for Senior Thesis to receive a grade.

Repeated Courses. A student must pass all classes in order to graduate. If the student fails to pass a required course within one year from the end of the quarter in which the class was taken, or if an incomplete is permanently recorded on his transcript, the student must petition to retake the class. In cases where retaking the class is impractical, the student must complete an individual curriculum equivalent to the course work. The class tutor will review the petition and will either agree to re-enroll the student in the class or outline an individual curriculum to take the place of the class.

Limitations and effects on quarterly cumulative grade-point average will apply to repeated courses as follows:

(a) Courses Passed. Courses passed (with grades A to D) on the first attempt may be repeated only once. If a course is passed and repeated while not degree bound, or passed and repeated when degree bound, the higher grade received in the two attempts is used in the calculation of quarterly and cumulative grade-point averages. If a course is passed while a student is not degree bound, but repeated when he is degree bound, the grade received while degree bound is used in the calculation of quarterly and cumulative grade-point averages.

(b) Courses Failed. If a student is unable to pass a course, he may repeat it, regardless of matriculation status, until a passing grade (A to D) is earned. After the first non-failing grade is earned, a student has the option of repeating the course once to improve his grade. The higher grade earned after the course is repeated once is used in the calculation of quarterly and cumulative grade-point averages. (See the Student Handbook for examples.)

Attendance and Grades

Tutors may take unexcused absences and tardies into account in assigning grades as they see fit. However, a student may miss 10% of the class time each quarter without penalty. The Student Handbook contains a complete description of Gutenberg’s attendance policies.
**Challenging Grades**

A student may challenge any grade within one year from the date the grade is posted on the student’s transcript by completing a Grade Challenge form and submitting it to the dean. The dean will examine the petition with the tutor who assigned the challenged grade and will communicate his decision to the student. The registrar will make any authorized changes in the student’s transcript and place a copy of the petition in the student’s academic file.

A student may ask to see his transcript, which is kept in the student’s file in the business office. If a student finds an error in the record, he should notify the college. A student may write a rebuttal (not to exceed 500 words) of any information in his file, and this statement will be included in the student’s file.

**Oral Evaluations**

For the purpose of communicating student progress, Gutenberg College relies on what the faculty consider a better, more valuable form of evaluation than grades. Students meet individually with tutors for oral evaluations at the beginning of the winter and spring quarters of the first and second years. The tutors and student discuss the student’s strengths, weaknesses, and progress. A goal of these meetings is to help the tutors and the student arrive at specific suggestions for improving the student’s progress. During the last two years, meetings with tutors are arranged based on the needs of the student.

**Progress Reports for Freshmen**

Gutenberg College particularly wants to monitor the progress of first-year students. The Gutenberg curriculum is very full, and if a student begins to fall behind in the early months of his studies at Gutenberg, it can be very difficult to catch up. In an effort to identify as soon as possible which students are having difficulties, tutors will submit written progress reports for each first-year student in each course at the end of the third and sixth weeks of the fall and winter quarters.

**Quarterly Exams/Evaluation**

**Years One and Two.** During the first two years, exams are given at the end of each quarter to measure a student’s progress. At the end of the spring quarter of the second year, a portion of the second-year qualifying exams (see below) focuses on the spring quarter’s material and thus serves as the basis for the spring-quarter grade. The purpose of the exams is to help the students evaluate their progress and identify their strengths and weaknesses.

**Years Three and Four.** There is some basis for evaluation in every course for all four years. In the third and fourth years, however, German is the only course for which students take in-class exams. Progress in other courses is measured by term papers, term projects, or end-of-term assignments.

**Dead Week**

Gutenberg College reserves one week prior to the beginning of final exams for students to prepare for their exams and to finish their term projects. Tutors will not give any additional
assignments to be due during this week. Friday discussions in Western Civilization and Great Conversation will continue during dead week.

**Exam Week**
Final exams are held Thursday and Friday of the last week of each quarter. German exams for Juniors and Seniors may be held earlier during exam week.

**Second-Year Qualifying Exams**
At the end of the second year, students must pass qualifying exams in order to advance to the final two years of the program. The exams, designed to determine the student’s mastery level of basic learning skills and necessary background material, cover the content of all their courses during the first two years.

During freshman orientation, students will be told what they can expect on the exams so that they can devise strategies to be preparing for the qualifying exams as they do their daily work.

At the beginning of each spring quarter, the dean will meet with the second-year students to discuss the qualifying exams, and he will schedule exams for each student.

All qualifying exams are graded pass/no pass. A student must pass three of the four qualifying exams before he can begin his third year. A student must pass all exams before he can graduate from Gutenberg.

**Description of Qualifying Exams**

1. A written math exam tests students’ understanding of key concepts from the mathematics curriculum.
2. An oral science exam focuses on the nature of science.
3. A written-and-oral Greek exam consists of translating a selection and defending it before a panel of tutors.
4. An oral Western Civilization exam gives students ample opportunity to demonstrate what they have learned; administered individually to students by a panel of tutors, the exam consists of a wide range of questions covering the whole scope of history.

**Senior Thesis**
The best measure of a student’s mastery of skills is his ability to use those skills. Therefore, in order to graduate from Gutenberg College, each student is required to write a senior thesis. The thesis is written under the guidance of a tutor and must be defended before a panel of tutors. Senior theses are graded “pass,” “pass with distinction,” or “no pass.” Specific instructions for the senior thesis, including deadlines, will be included in a Senior Thesis syllabus, which the dean will distribute to students in winter of their junior year. Copies of all senior theses are maintained in the college library.

**Academic Standing**
A bachelor’s degree from Gutenberg College represents an outstanding achievement. It is not granted lightly. To obtain a degree, a student must show proficiency in the liberal arts. The
faculty at Gutenberg College feel a responsibility to help each and every Gutenberg student to attain this goal.

Because of the cumulative nature of the curriculum and the full-time commitment it requires, it is difficult for students to make up work in areas where they fall behind. Furthermore, it is difficult to continue without first mastering the preceding material. Therefore, it is in the student’s best interest to maintain good academic standing throughout his tenure. To ensure that students are prepared for each portion of the curriculum, Gutenberg College has adopted the following policies:

- At the end of spring quarter each year, students will be informed as to what requirements toward a degree they have failed to meet at that point in the curriculum.
- If a student’s cumulative grade-point average drops below C+, an academic advisory committee, consisting of two tutors, will be appointed.
- The academic advisory committee will notify the student in writing of the appointment and will ask the student to meet with them to determine how best to address the problem.
- The committee will compose a list of requirements the student must meet to continue in the college.
- Students who fail to meet the requirements will be notified to leave the college.
- Students may petition for a review of the appointment of the academic advisory committee, the requirements set by the committee, or the notice to leave the college.
- The dean and one tutor of the student’s choice will make the review.

“Good Standing” Defined

Degree-bound students are in good standing if they meet the following criteria:

- Student is taking 12 credits or more during the current or most recent quarter. (See “Student Status” under Course Requirements in the Academic Program section for more information.)
- Student has a grade-point average of 2.3 or better.
- Student is regularly attending classes. (A student who has five or more consecutive unexcused absences is no longer regularly attending.)
- Student is up-to-date with payments to the business office or has an approved plan for payment.

Veterans

Veterans benefits are dependent on the veteran student maintaining his academic standing. Failure to do so may result in a loss of benefits.
Transferring Credits to Other Schools

Gutenberg College students do not make progress toward a degree by merely amassing credits; they make progress toward a degree by successfully completing all the required courses in the core curriculum. The work load of the Gutenberg courses has been expressed in credits for a number of reasons, one of which is to aid students who wish to transfer credits to another college. (See Course Requirements for the number of credits assigned to each Gutenberg College course.)

While several of Gutenberg’s courses will have clearly equivalent courses at other colleges, other Gutenberg courses do not “translate” so well. The following chart lists approximate equivalents for three of Gutenberg’s unique courses:

<table>
<thead>
<tr>
<th>Gutenberg Course</th>
<th>Course Equivalent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One &amp; Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Civilization (WCIV 101-203)</td>
<td>History</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Art History</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>5%</td>
</tr>
<tr>
<td>Microexegesis (MXG 101-203)</td>
<td>Philosophy</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Theology</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Poetry</td>
<td>15%</td>
</tr>
</tbody>
</table>
### Year Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Conversation (GCON 301-303)</td>
<td>History</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Theology</td>
<td>40%</td>
</tr>
<tr>
<td>Microexegesis (MXG 301-303)</td>
<td>Philosophy</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Year Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Conversation (GCON 401-403)</td>
<td>Literature</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td>33%</td>
</tr>
<tr>
<td>Microexegesis (MXG 401-403)</td>
<td>Theology</td>
<td>100%</td>
</tr>
</tbody>
</table>

Transfer of credit from one college to another is always at the discretion of the receiving school and generally depends on comparability of curricula and may depend on comparability of accreditation. Gutenberg College will do what it can to help students transfer credits for their Gutenberg College work when entering another college. Upon request, Gutenberg College will prepare and forward a transcript of the student’s record.
Freshman Orientation & Sample Schedule

Freshman Orientation
The week prior to the beginning of fall classes, or a portion thereof, has been designed to prepare students for the months ahead. Activities during the week are designed to orient students to the environment, the people, and the educational philosophy of Gutenberg College. Students will become acquainted with the faculty, their fellow students, and the Gutenberg College facilities. Attending Freshman Orientation is required.

Sample Schedule
Time spent in class each week varies during the four years at Gutenberg. On average, students spend 19 hours in class during their first and second years and 14 hours in class their third and fourth years. Following is a sample schedule for a first-year student in the fall quarter:

Monday
8:30-9:20  Classical Greek 1
9:30-10:20  Microexegesis: Aristotle
10:30-11:20  Ancient Mathematics: Geometry
12:30-2:30  Western Civilization Great Books Discussion

Tuesday
9:00-10:20  Western Civilization Lecture
10:30-12:30  Art Seminar: Music
1:00-2:00  Writing Tutorial
<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:20</td>
<td>Classical Greek 1</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Microexegesis: Aristotle</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Ancient Mathematics: Geometry</td>
</tr>
<tr>
<td>12:30-2:30</td>
<td>Western Civilization Great Books Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td></td>
<td>No classes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td>8:30-9:20</td>
<td>Classical Greek 1</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Microexegesis: Aristotle</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Ancient Mathematics: Geometry</td>
</tr>
<tr>
<td>12:30-2:20</td>
<td>Western Civilization Summary Discussion</td>
</tr>
</tbody>
</table>
Admissions

Gutenberg College admits students of any race, creed, color, and national or ethnic origin. It does not discriminate on those bases in the administration of its programs.

Gutenberg College does not discriminate on the basis of disability in admission to, access to, treatment in, or employment in its programs and activities. Students who need information about accommodations for disabilities should contact the Gutenberg office.

Because of its integrated core curriculum, the college admits all students as freshmen.

Eliot Grasso is Gutenberg’s recruiter and Admissions director. Please contact Eliot with any questions you have about Gutenberg.

Admissions Requirements & Application

Applicants may complete the Application for Admission online.

Applicants may also complete the application off-line by requesting a copy from the Gutenberg office or downloading a PDF and mailing the completed application to Gutenberg.

Completing the Application

Admission decisions rely heavily on the student’s written application, essays, and interview. The prospective student should take great care in writing the required essays; they should represent the student’s best effort.

A complete application will include the following:

- A completed Application for Admission form
- Two written essays
- Two recommendations: an academic recommendation and a character recommendation
- SAT, ACT, or CLT test scores (see below)
- High school transcript
- Copy of high-school diploma or G.E.D. certificate and written description of course of study
- College transcripts (if pertinent)
- A nonrefundable application fee: $25.00 (Early Decision); $40.00 (Regular Decision); $60.00 (Late Decision). When completing the Application for Admission online, applicants will be asked to pay the fee online. Applicants applying by mail or in person should include a check or money order payable to Gutenberg College with the application.

Recommendations

Gutenberg College requires two recommendations: one from someone who knows that the applicant’s academic capabilities are commensurate with Gutenberg’s demanding curriculum
and one from someone who can attest to the applicant’s maturity/readiness to tackle the personal issues raised and discussed throughout Gutenberg’s Great Books program.

Applicants should download each recommendation form (a fillable PDF), complete Section A of each form, and then email the form to the persons who will complete the recommendations.

Completed recommendations can be uploaded here or mailed to the address below.

Gutenberg College  
Attn: Admissions  
1883 University Street  
Eugene, OR 97403

**SAT, ACT, or CLT Test Score**

All applicants must take one of three tests: the Scholastic Aptitude Test (SAT), the American College Test (ACT), or the Classical Learning Test (CLT). Homeschooled students and students without a traditional high school diploma or a GED certificate will be required to achieve one the following test scores to be eligible for admission:

- SAT: 530 or better on the Evidence-Based Reading and Writing section or a combined score of 980 or better on the Evidence-Based Reading and Writing section and the Math section
- ACT: 19
- CLT: 58

Scores should be sent to Gutenberg College. Gutenberg College’s SAT code is 2605. Gutenberg College’s ACT code is 5024.

For further information about these tests or to register, go to the following websites:

- collegeboard.com.
- act.org
- cltextam.com

**Application Deadlines**

**Admission:**

**Early Decision: January 1**
Application and additional materials are due by January 1.  
Application fee (submitted with application): $25.00.

**Regular Decision: March 1**
Application and additional materials are due by March 1.  
Application fee (submitted with application): $40.00.

**Late Decision: August 15**
Application and additional materials are due by August 15.  
Application fee (submitted with application): $60.00.
Applicants to Gutenberg College will receive an admissions decision within three weeks of completing their applications. The Admissions Committee reserves the right to delay an admission decision if additional materials or grades are deemed necessary.

**Student Housing: March 1**

Students who want to live at Gutenberg College should apply to the Residence Program by March 1. (The $20 application fee is waived for students also applying to Gutenberg’s undergraduate program.) Housing is limited, and interested applicants are urged to apply early. Late applications will be accepted, but if no room is available, late applicants will be placed on a waiting list. For more information about living at Gutenberg College and to complete an application, see Housing/Residence Program under Student Life & Housing.

**Financial Aid**

For information about financial aid, financial aid deadlines, and completing the financial aid application, see Financial Aid.

**Correspondence to New Students**

**Acceptance Notification**

When a student is accepted for admission into Gutenberg College, the Admissions Office will send him an acceptance letter and a Letter of Intent to complete and return to Gutenberg. (See “Matriculation Requirements” below.)

The Admissions director will send a note to ability-to-benefit students with their acceptance letter informing them of their status and what special assistance is available to them. An ability-to-benefit student is one who may not meet all of Gutenberg’s regular admissions criteria but is admitted on a provisional basis and provided the opportunity and assistance to succeed. Homeschooled students and others without a traditional high school diploma or a GED certificate may be considered ability-to-benefit students.

**New Student Packet 1**

After an applicant has returned his Letter of Intent, the Admissions director will send the student the following:

1. A new-student enrollment letter;
2. A tuition and fees schedule;
3. Gutenberg’s refund policy.

**New Student Packet 2**

In September, Gutenberg College will send new students the following:

1. A welcome letter that includes a list of four returning students that new students may contact with questions;
2. A Student Code of Conduct Agreement;
3. A Health History form;
4. A Certification of Measles Immunization form (with religious or medical exemption options);
5. An academic calendar.

New students must complete the forms and return them to Gutenberg College by the first day of Freshman Orientation. (See “Matriculation Requirements” below.)

**Matriculation Requirements**

When a student is accepted for admission into Gutenberg College, he will be asked to fulfill the following requirements before matriculating:

1. **Return Letter of Intent.**
   The Letter of Intent includes a statement of the matriculation fee due, a statement to the fact that in signing the Letter of Intent the student will make arrangements for a final official copy of his high school transcript to be sent to Gutenberg College and will also send Gutenberg a photocopy of his high school diploma, and a “Notice of Intent” signature line. Students must sign and return the Letter of Intent indicating their intention to begin the program the fall after they are accepted into the program.

2. **Pay matriculation fee.**
   Students must include payment for a $450 non-refundable matriculation fee when they return their Letter of Intent. One-hundred percent of this fee will be credited toward the fall books-and-fees charge due on the first day of classes. (See Tuition & Fees in the Business Affairs section.)

3. **Sign Code of Conduct Agreement.**
   The Student Code of Conduct Agreement states the Code of Conduct by which all Gutenberg students must abide. All students must indicate their agreement to the Code of Student Conduct by signing the Agreement and returning it to the college office by the first day of Freshman Orientation. (See Student Conduct in the Student Life & Housing section.)

4. **Submit health information.**
   By the first day of Freshman Orientation, students must complete and return a Health History form. And in order to comply with Oregon State law that requires all college students in the state of Oregon either to be immunized for measles or to sign a religious or medical exemption, students must also complete and return by the first day of Freshman Orientation a Certification of Measles Immunization form or sign the religious or medical exemption included on the form.

5. **Complete registration form.**
   The Gutenberg College Student Registration form lists the courses in which students are enrolled for the fall quarter. The form also includes space to provide the following: (1) student contact information that the college will use to publish an institutional directory and to bill students; (2) parent contact information; and (3) emergency contact information. New students complete the registration form during Freshman Orientation.
Applicant Profile

The most important characteristic that Gutenberg College looks for when considering an applicant for admission is some indication that the applicant is motivated to actively engage the Gutenberg College program. Gutenberg looks for students who have some, if not all, of the following: a willingness to work hard; a disposition to work cooperatively with others in learning; intellectual curiosity; the determination to complete a task; and the inclination to enjoy the mental process of seeking answers to important and difficult questions.

The prospective student must be mature and ready to interact with the deeply personal Gutenberg College program. In the course of reading the Great Books, students struggle with and work through serious and personal questions that lead to profound introspection and outward reflection. A willingness to grapple with tough questions and seek Truth wherever it leads is the hallmark of the Gutenberg education.

At Gutenberg College, building a biblical worldview does not mean providing students with simplistic answers to the difficult questions that life, circumstances, and people bring one’s way. The current trend in Christendom is to try to inoculate Christians from the “–isms” (humanism, socialism, post-modernism, and so forth) of modern life by providing short, entertaining conferences designed to create the impression that these “–isms” and their adherents are inept or stupid. Gutenberg College charts a different course when dealing with conflicting ideas and philosophies. “Respect” is the operative word for Gutenberg’s approach. Our goal is to allow the author of an idea to express what he truly intends, to understand that intent, and then to assess its merits. Rather than creating simplistic, less-than-honest barriers to communication, Gutenberg’s approach fosters the ability to engage individuals and culture. Sincere Christians have considered many of the same questions and solutions proposed by the authors students study at Gutenberg. Therefore, Gutenberg approaches developing a biblical worldview by taking students on a four-year quest for Truth, encouraging them to honestly confront the big questions of life raised by great minds and then to consider how the answers correspond to the biblical authors’ perspectives on related concerns.

Typical Gutenberg Student

Gutenberg College students typically enjoy reading, especially the “Great Books,” and discussing important works in small groups. A more fundamental trait, however, is a desire to investigate the nature of human existence and what it means to live a good life. Life experiences and educational traditions vary greatly among Gutenberg students, although many Gutenberg College students have been homeschooled.

Educational Preparation

A successful applicant will have completed high school or its equivalent and is likely to have followed a college preparatory course that includes two years of algebra, one year of geometry, two years of a foreign language, three years of English, and three years of science. Additional work in mathematics and language study is beneficial.
Campus Visit

Gutenberg loves visitors and provides meals for potential students who visit. To arrange for a visit, call the office (541.683.5141) or contact Gutenberg’s recruiter and Admissions director, Eliot Grasso.

A personal visit is the best way for anyone to understand what Gutenberg College offers. The educational experience Gutenberg College gives its students is complex, and therefore a precise portrayal is elusive. Descriptions of Gutenberg’s curriculum, its philosophy of education, its style of instruction, and its faculty’s qualifications are easily enough presented, but the education Gutenberg College offers is more than the sum of these things. The profound impact Gutenberg has on the lives of its students is difficult to put into words; even Gutenberg’s students struggle to articulate the components of this force. Clearly, God has established at Gutenberg a unique ethos that is very conducive to spiritual growth and development. This ethos is the natural outgrowth of the faculty’s commitment to truth. The significance of such a commitment creates a dynamic that one can fully appreciate only by experiencing it personally.

Gutenberg College therefore encourages prospective students and their parents to visit the campus. We would be delighted for you to observe our classes and speak with faculty and students.

For travel information and local resources for out-of-town visitors, see Campus Visit in the Gutenberg FYI section of our website.

Staying at Gutenberg

Prospective students wishing to spend a night or two on campus should contact Gutenberg’s recruiter and Admissions director, Eliot Grasso. Opportunities may be possible if space allows. This can give interested students a better sense of the community life at Gutenberg College.

Previous College Experience

Because of its integrated core curriculum, Gutenberg College admits all students as freshmen. Gutenberg’s curriculum is unique in that regardless of the educational background a student brings to the school, he can always build upon it and reexamine it within a broader context. For this reason, Gutenberg rarely waives any courses on the basis that a student has already taken a similar course.
A student, however, who has previous education or training that he believes duplicates some of the curriculum at Gutenberg College may, before admission, petition the college to evaluate his previous education or training and grant appropriate credit or waiver for that previous education or training. The dean is responsible for evaluating transfer of credit. He will consider the student’s petition and determine what, if any, requirements will be waived or appropriate credit granted. The college will notify the student promptly of that determination.

The files of all students who are veterans or who are eligible for veterans’ benefits will contain a written record of what reduction in class time is proportionate to the credit granted, how this reduction will affect the student’s schedule, and the fact that Gutenberg notified the student concerning these determinations.

No tuition adjustments will be made for waived requirements.

**Homeschooled Students**

Gutenberg College is by current standards “non-traditional,” yet the education it offers harkens back to a time when education was designed primarily for the heart and soul of a person rather than for his or her job training. Gutenberg’s methodology and perspective on learning requires a mindset used to thinking outside the educational box. Gutenberg College has found many allies within the homeschooling community since, as a group, these families already have chosen an alternative learning mode. Therefore, Gutenberg aggressively seeks students within the homeschooling community who are sympathetic to Gutenberg’s mission and educational goals.

All homeschooled students must meet the same academic and readiness standards as those from campus-based schools. This means that a homeschooled student applying to Gutenberg College will have studied the disciplines commonly expected for college preparation.

This college course of study must be reflected in a transcript, which should include the following items:

- Title of course (for example, “Algebra I” or “Biology”)
- Year course taken (for example, “2004-2005” or “Senior Year”)
- Grade received (A–F)
- Credits received (A typical half-year course is 5 credits, and a one-year course is 10 credits.)
- Date of graduation (or expected date of graduation)
- Signature of principal (either the parent or a homeschool-program administrator)

**SAT, ACT, or CLT Test Score**

Homeschooled students without a traditional high school diploma or a GED certificate will be required to achieve one the following test scores to be eligible for admission:

- SAT: 530 or better on the Evidence-Based Reading and Writing section or a combined score of 980 or better on the Evidence-Based Reading and Writing section and the Math section
- ACT: 19
- CLT: 58
Scores should be sent to Gutenberg College. Gutenberg College’s SAT code is 2605. Gutenberg College’s ACT code is 5024.

For further information about these tests or to register, go to the following websites:

- collegeboard.com.
- act.org
- clexam.com

Reference Letters

Gutenberg’s Application for Admission requests reference letters. The same letters are expected from homeschooled students: one letter from someone who can confirm the academic capability of the homeschooled student to meet the rigorous academic requirements of the Gutenberg curriculum and one letter from a person who can attest to the maturity/readiness of the homeschooled student to tackle the personal issues raised and discussed throughout Gutenberg’s Great-Books program.

_______

A majority of Gutenberg’s faculty have homeschooled their own children; therefore, if an applying student or family member has questions or concerns about any of the above requirements, rest assured that the Admissions Committee aims to be both sensitive and flexible. Please feel free to contact the Admissions director.

Testimonials

Patti Hobbs, homeschooling parent of a Gutenberg College student:

“I couldn’t be more pleased with the education my son has gotten at Gutenberg. It is academically excellent and demanding: qualities that aren’t found at many colleges any more. Gutenberg is much more than just academics. Our son has grown in ways that I would not have imagined in the time that he has been there. He has developed deep and lasting friendships among a group of caring people. The environment of learning in the discussions encourages listening skills and learning respect for others’ opinions. The tutors at Gutenberg College are role models not only in intellect and knowledge, but also in character which reflects humility and great love for the students. There is something very special and unique about Gutenberg. Whereas most colleges desire to attract the brightest students, Gutenberg desires to attract students whose goals are to gain greater understanding and to develop wisdom for living lives in Truth. Because they are true to this ideal in practice, they see students as more than just their minds; they see them as individuals with all of an individual’s unique qualities. They recognize that intelligence is not a primary factor for success and that success is not measured by the world’s standards; they recognize that a willingness to learn and to work hard is often more influential in a student’s success. Because Gutenberg has different goals than most colleges, they attract students of varied backgrounds and a richer environment is created. It is a privilege to me for my son to be attending a college where the faculty live out their Christian lives in such a way to influence and inspire students.”

Randy and Bev Kirk, homeschooling parents of three Gutenberg College students:
“As homeschooling parents, we were committed to giving our children a ‘Christian education’. As time went by we began to give that term a more precise definition. What we really were wanting to do for our children was to teach them how to think in the context of a biblical worldview and how to be able to communicate that view.

Therefore, as they finished their schooling at home, we were in search of a school of higher learning that would continue that commitment. After being involved with Gutenberg College for the last seven years we firmly believe they seek to provide an environment where the student is encouraged and challenged to indeed think and then, both orally and in written form, to share what they themselves have thought through. As our children have entered their adult years we see the fruit of a ‘Christian education’ and how God has blessed them and used them in a powerful way.”

Peter and Kase Wierenga, homeschooling parents of four Gutenberg College students:

“We began to homeschool our four children way back in the mid-1980s. Some of our friends homeschooled out of a desire to ‘protect’ their children, but our primary motivation was because we placed such a high value on education and wanted to enjoy seeing our children develop both a love of learning and their individual interests. On top of that we wanted them to learn to become careful and disciplined in their thinking, being honest and sincere seekers of Truth.

Gutenberg College provides the perfect completion of that academic regimen. Nowhere else did we find such willingness to pursue Truth and such a clear interest in the growth and maturity of each individual student. And we have found that the quality of the academics matches or exceeds anything my wife and I found in our undergraduate and graduate studies. Gutenberg doesn’t fit the mold of any other Christian college with which I have had contact, but we are delighted with the way a clear biblical worldview provides support for every area of study. One cannot be a part of the Gutenberg community without grappling with this intellectual and very personal confrontation with Truth.”

Part-Time Attendance and Auditing

Due to the nature of Gutenberg’s program, students seeking a degree from Gutenberg are not encouraged to attend on a part-time basis; full-time attendance for degree students is customary. Under certain conditions, however, degree-bound students are allowed to proceed on a part-time basis. Such students must petition the dean for permission and special arrangements.

Gutenberg College allows a limited number of students who are not enrolled as full-time students to audit or to attend for credit individual courses. (See course descriptions in the Academic Program section.) Students taking the courses for credit will receive a grade and feedback from the tutor; students who audit will not. All students are admitted at the discretion of the tutor teaching the course.

Students wishing to audit/attend a course for credit at Gutenberg College should submit an Application to Audit/Attend for Credit 30 days prior to the beginning of the quarter. The registrar will check with the tutor of the course(s) being applied for and will notify the applicant as soon as possible about whether the application has been accepted.
Limitations for Non-Degree Students

1. **Great Conversation**
   Great Conversation may not be taken for credit unless a student has taken all six quarters of Western Civilization and has passed the courses with a 2.3 GPA or higher. Auditing Great Conversation is allowed.

2. **Senior Thesis Classes**
   Non-degree (non-matriculated) students may not audit or take for credit the Senior Thesis classes.

3. **Application Toward Degree**
   Not all courses taken by non-matriculated students may be applied toward a degree at Gutenberg College. The following provisions apply when a non-matriculated student takes individual courses for credit and is later accepted into the degree program:
   - All freshman and sophomore Greek, mathematics, art, science, and microexegesis credits taken and passed at Gutenberg will be fully accepted toward Gutenberg’s B.A.
   - A maximum of 18 Western Civilization credits (3 quarters) taken and passed at Gutenberg will be accepted toward a Gutenberg B.A.
   - Credits for German course(s) taken and passed at Gutenberg will count toward a Gutenberg B.A.
   - **No other credits** for junior- or senior-year courses (300- and 400-level courses)—including Great Conversation—will count toward a Gutenberg B.A.

**Tuition & Books**

Tuition for non-matriculated (non-degree) students is charged by the credit-hour. Tuition for audited (no credit) classes is $250 per credit-hour. Tuition for classes taken for credit is $350 per credit-hour. For example, the tuition for one quarter of the six-credit-hour Western Civilization class would be $1500 if audited and $2100 if taken for credit. **Tuition is due the first day of class.**

Tuition does not include the cost of books. Because all students must use the same book edition in discussion, books must be purchased through Gutenberg College’s bookstore. Auditors/for-credit attendees should contact the Gutenberg office for a list of required books and estimated costs. See Tuition & Fees in the Business Affairs section for more information.

Financial aid may be available from Gutenberg College. (Go to the Financial Aid section for information.) Financial aid applications will only be considered after a student is accepted into a class.

**Readmission**

Students who have withdrawn or been discharged prior to completion of their degree may petition for readmission to the program. The Admissions Committee will determine whether they will be accepted and what stipulations must be met for readmission. Contact the Admissions director.
International Students

Gutenberg College has welcomed international students since its founding. However, the process of studying in the United States can be logistically and financially complex.

A general overview of what is involved for an international student to study at a college or university in the United States is available at: https://studyinthestates.dhs.gov/students.

Order of Application for International Students:

1. Student should apply to Gutenberg College. If accepted, Gutenberg will issue an official letter of acceptance.
2. Student should provide Gutenberg College with financial documentation that proves that the student has sufficient resources to live in the U.S. without a job for one academic year. If financial documents are acceptable, Gutenberg College can issue the Form 1-20.
3. Student can then apply for F-1 Student Visa at nearest U.S. embassy or consulate.

Student Visa and Form I-20

International students who wish to study at Gutenberg College will need to obtain an F-1 Student Visa, which requires Form I-20 issued by Gutenberg College as your visa sponsor. For more information on applying for an F-1 Student Visa, go to: https://studyinthestates.dhs.gov/2013/04/how-to-prepare-for-your-visa-appointment.

To receive Form I-20 from Gutenberg College, you must meet our requirements for admission and provide evidence of sufficient financial resources to study and live in Eugene, Oregon, for one academic year.

Financial documentation may include a personal bank statement from the student and/or family who may be supporting the student financially, scholarship, government educational loan, or an Affidavit of Support.

An Affidavit of Support is signed by an individual, usually a relative, who is committed to accepting financial responsibility for the international student’s study abroad. The person who signs the Affidavit of Support then becomes the student’s financial sponsor. An Affidavit of Support is legally enforceable. The sponsor’s responsibility lasts until the student either completes the degree or submits new evidence of financial support other than the sponsor. An Affidavit of Support must include the name and birthdate of the student, dates of study at Gutenberg College, and a statement agreeing to fund the student’s tuition, fees, and living expenses for one academic year. The Affidavit of Support must be signed and dated by the sponsor, and a bank statement or evidence of financial solvency must be included with the signed Affidavit of Support.

Working While Enrolled at Gutenberg College

U.S. Law limits the amount and nature of work that an international student may do in the United States during his or her degree program. During an initial period as an international student in the United States, students may only work a limited number of hours on the campus of the college in
which they are enrolled. International students who anticipate needing to work in the United States during the course of their degree program should carefully read the “Study in the States” portion of the U.S. Dept. of Homeland Security website: https://studyinthestates.dhs.gov/sevis-help-hub/student-records/fm-student-employment/student-employment-overview.

Due to Gutenberg College’s small size, on-campus working opportunities are extremely limited. Given limited on-campus working opportunities, an international student who wants to enroll in Gutenberg College will need to provide evidence to the College in the form of official documentation that he or she has the necessary financial resources to complete the first year of the program without having to work in the United States should on-campus work be unavailable.

After the initial period of study in the United States, students have the opportunity to work off-campus, but off-campus working opportunities are also limited. For more information about the eligibility to work off-campus, go to https://studyinthestates.dhs.gov/working-in-the-united-states.

**English Language Requirement**

Applicants whose native language is other than English must achieve either a score of at least 570 on the paper-based Test of English as a Foreign Language (TOEFL) and 4.5 on the Test of Written English (TWE), or a score on the computer-based TOEFL of at least 24 on the Reading part of the test and 27 on the Writing part of the test with a 4.5 minimum on the essay portion of the exam. If electing the paper-based TOEFL/TWE, students should apply to take the exam at least three months prior to the date that test results are needed for submission to the College. Arrangements should be made by the applicant directly with Educational Testing Service by contacting the TOEFL Application Office, Educational Testing Service (www.toefl.org). Applicants from other countries who must take the TOEFL and TWE must request that the results be sent directly to our office. Applicants may also be subject to a personal or telephone interview at the discretion of our Admissions Committee.
Financial Aid

A Gutenberg education is well worth the tuition the college charges. However, we want our classrooms populated with diligent, eager students; and we recognize that many such students do not have the resources to pay the full amount. We therefore strongly encourage every student who is interested in a Gutenberg education to apply for admission to the college. Gutenberg will do its best to make its education affordable for hard-working students who understand the kind of education the college provides and are highly motivated to take advantage of it.

Financial Aid at Gutenberg College is different from what one finds at most colleges and universities:

- To preserve the freedom and identity of our institution, Gutenberg College does not participate in any government-sponsored financial aid programs. Instead, Gutenberg College offers private financial assistance to worthy students pursuing bachelor’s degrees.
- Gutenberg is committed to not burdening its graduates with heavy student-debt.
- Gutenberg views financial aid as a partnership between the college and the student’s family to cover the costs of the student’s education.

Financial Aid Requirements & Application

Student/Family Responsibility

Gutenberg College assumes that each student and his family have the primary responsibility to pay for the student’s college education and that this education is a high priority meriting sacrifice on the part of the student and the family.

Part of the student’s responsibility is to investigate financial aid from non-Gutenberg sources. Students are encouraged to apply for academic, merit, service, or need-based scholarships from other institutions. Potential providers include, but are not limited to, the following: private corporations, charitable foundations, clubs and associations, and community service organizations; religious organizations; military units; state agencies; and governmental agencies. Students can explore the following on-line sources for advice and information regarding scholarship application and availability: www.fastweb.com and www.finaid.com.

Assessing the ability of a family to contribute toward a student’s education is difficult, since everyone’s economic circumstances are unique and complex. Furthermore, the family itself is the best informed regarding those circumstances. Therefore, instead of collecting a lot of financial information, we ask the applicant to do the following:

- Supply some basic financial information about yourself and your family.
- Tell us how much your family can contribute.
- Describe all other factors your family thinks are relevant to determining its ability to contribute.
- Explain why this amount is a good faith effort on your part to do as much as you can to cover the cost of your education.
Financial aid from Gutenberg is available to assist, but not to replace, the family’s resources and/or financial aid from other sources. It is only applicable to tuition.

**How to Apply for Financial Aid**

To apply for Financial Aid, both new and returning students must complete the Financial Aid Application. New students should complete the Financial Aid Application before April 1. Returning students should complete the application before May 1.

Applicants may complete the Financial Aid Application online.

Applicants may also complete the application off-line by requesting a copy from the Gutenberg office or downloading a PDF and mailing the completed application to Gutenberg.

If mailing the application, please send it to the following address:

Gutenberg College  
Attn: Financial Aid Director  
1883 University Street  
Eugene, OR 97403

**Supporting Gutenberg College**

Gutenberg College is not sponsored by any church or association. To pay its expenses, this independent college relies on volunteer time and contributions of money from individuals, businesses, charitable foundations, and faculty to supplement income from student tuition.

Gutenberg is happy to be able to offer students a financial aid package. We want them to be able to pursue their studies at Gutenberg College without excessive financial worries and without going deeply into debt. Sometimes students and their families decide that they are able and want to contribute more toward their education than Gutenberg charges them for tuition. (For example, the families of students who receive financial aid packages from Gutenberg may feel that they can contribute a little more, or families who can well afford full tuition may want to contribute more.) If this is something you would like to do, please consider donating that “extra” to the college. (Donations may be tax deductible.) Such donations benefit other students and help the college become stronger financially. If you can help in this way, please know that the faculty and staff of Gutenberg College would greatly appreciate your additional support for the college’s unique endeavor.

**Loans & Need-Based Grants**

All financial aid from Gutenberg College is made available from the college’s own resources in the form of loans and grants. It is only applicable to tuition.

**Gutenberg Loan**

Because Gutenberg is committed to not burdening its graduates with heavy student-debt, the college offers zero-interest loans that borrowers are not required to begin repaying until six months after they graduate or leave the school. Gutenberg encourages borrowers to repay their loans as soon as possible; but under our standard repayment plan, borrowers will pay a fixed
monthly amount ($150 minimum) for a loan term of up to ten years. Depending on the amount of the loan, the loan term may be shorter than ten years.

In any month that the borrower is enrolled as a full-time student in any accredited or state-approved vocational or college-level degree-granting program, Gutenberg loan payments will be suspended. Loan payments will resume the month after the borrower is no longer enrolled.

**Gutenberg Need-Based Grant**

Gutenberg determines the amount of funds it grants a student based on the student’s needs not funded by any other resources.

**How to Apply**

To apply for loans and need-based grants, use Gutenberg’s Financial Aid Application. See the Financial Aid page for more information on financial aid from Gutenberg College.

**Early Confirmation Grant**

A one-year $1,000 grant is available for first-time college freshmen who complete their application for admission to Gutenberg College by December 1 and finalize plans to attend by January 1. This grant is available for the first year of a student’s enrollment and is not renewable.

The Early Confirmation Grant is in addition to other financial aid Gutenberg might provide. To apply for the grant, use Gutenberg’s Financial Aid Application. See the Financial Aid page for more information on financial aid from Gutenberg College.

**Classical Conversations Challenge Grant**

The Classical Conversations Challenge Grant is available to students who have graduated from the Classical Conversations Challenge program. Students interested in applying for a Classical Conversations Challenge Grant must submit a complete application for admission to Gutenberg College before February 15. Students must enroll full-time at Gutenberg College within two years of graduating from the Classical Conversations Challenge program to be eligible for a four-year renewable* $2,000 grant.

To be considered for a Classical Conversations Challenge Grant, submit with your application:

- A letter of recommendation from a Classical Conversations Challenge director or tutor (preferably not a family member).
- A 500-word essay explaining how your experience in the Classical Conversations Challenge program has affected your worldview and your understanding of Christianity.

The Classical Conversations Grant is in addition to other financial aid Gutenberg might provide. To apply for the grant, use Gutenberg’s Financial Aid Application. See the Financial Aid page for more information on financial aid from Gutenberg College.

*Renewal terms for the Classical Conversations Challenge Grant:

This grant will be automatically renewed for up to three years if the recipient remains a full-time student and maintains a 3.0 grade-point average or higher. Recipients whose grades drop below
the 3.0 average or who are under discipline for poor academic performance or violations of the Student Code of Conduct are not eligible for automatic renewal of the grant.

**Sonlight Curriculum Grant**

The Gutenberg College Grant for Sonlight Curriculum Students is available to students who have completed at least two years of the Sonlight curricula (grades 8-12). Two years of Sonlight curricula means at least two History/Bible/Literature [formerly, “Core”] packages and/or packages that include History/Bible/Literature or Core packages (i.e., for example, what used to be called Sonlight Multi-Subject Packages or, currently, Sonlight All-Subjects Packages). Students interested in applying for the grant must submit a complete application for admission to Gutenberg College before February 15. Students must enroll full-time at Gutenberg College within two years of completing high school to be eligible for the four-year renewable* $500 grant.

To be considered for the Gutenberg College Grant for Sonlight Curriculum Students, submit with your application:

- A letter of recommendation from a tutor/parent who has overseen your education that includes an explanation of how that tutor/parent has been involved in your process.
- Evidence that Sonlight curricula have been purchased. (Evidence can be in the form of a receipt or an official Sonlight notification sent directly to Gutenberg College).
- A 500-word essay explaining how your experience using Sonlight curricula has affected your worldview and your understanding of Christianity.

The Sonlight Curriculum Grant is in addition to other financial aid Gutenberg might provide. To apply for the grant, use Gutenberg’s Financial Aid Application. See the Financial Aid page for more information on financial aid from Gutenberg College.

*Renewal terms for the Sonlight Curriculum Grant:

This grant will be automatically renewed for up to three years if the recipient remains a full-time student and maintains a 3.0 grade-point average or higher. Recipients whose grades drop below the 3.0 average or who are under discipline for poor academic performance or violations of the Student Code of Conduct are not eligible for automatic renewal of the grant.

**Summit Ministries Grant**

The Summit Ministries Grant is designed to support students interested in continued education in a Christian Great Books curriculum at the college level. The grant is available to students who have completed a Summit Student Conference or the Summit Semester. Students interested in applying for a Summit Ministries Grant must submit a complete application for admission to Gutenberg College before February 15. Students must enroll full-time at Gutenberg College within one year of completing the Summit Conference to be eligible for a four-year renewable* $500 grant or within one year of completing the Summit Semester to be eligible for a four-year renewable* $1,000 grant. These grants may be combined.

To be considered for a Summit Ministries Grant, submit with your grant application:
• A letter of recommendation from a Summit instructor or administrator attesting to your involvement and investment in the Summit program.
• A 500-word essay explaining how your participation in the Summit Ministries program has affected your worldview and your understanding of Christianity.
• For Summit Semester Graduates only: a record/evaluation of student performance during the Summit Program supplied by the Summit Graduate to Gutenberg College.

The Summit Ministries Grant is in addition to other financial aid Gutenberg might provide. To apply for the grant, use Gutenberg’s Financial Aid Application. See the Financial Aid page for more information on financial aid from Gutenberg College.

*Renewal terms for Summit Ministries Grant:
This grant will be automatically renewed for up to three years if the recipient remains a full-time student and maintains a 3.0 grade-point average or higher. Recipients whose grades drop below the 3.0 average or who are under discipline for poor academic performance or violations of the Student Code of Conduct are not eligible for automatic renewal of the grant.

**Worldview Academy Leadership Grant**

The Worldview Academy Leadership Grant is designed to support students interested in continued education in a Christian Great Books curriculum at the college level. The grant is available to students who have completed a Worldview Academy Leadership Camp experience. Students interested in applying for a Worldview Academy Grant at Gutenberg College must submit a complete application for admission to Gutenberg College before February 15. The student must enroll full-time at Gutenberg College within two years of completing a Worldview Academy Leadership Camp to be eligible for a four-year renewable* $500 grant.

To be considered for a Worldview Academy Leadership Grant, submit with your grant application:

• A letter of recommendation from a Worldview Academy instructor or administrator attesting to your involvement and investment in the Worldview Academy program.
• A 500-word essay explaining how your experience with Worldview Academy has affected your worldview and your understanding of Christianity.
• Earn a 70% or higher on the Worldview Academy Final Exam (administered at camp).

*Renewal terms for Worldview Academy Leadership Grant:
This grant will be automatically renewed for up to three years if the recipient remains a full-time student and maintains a 3.0 grade point average or higher. Recipients whose grades drop below the 3.0 average or who are under discipline for poor academic performance or violations of the Student Code of Conduct are not eligible for automatic renewal of their Worldview Academy Leadership Grant.

**Worldview Academy Scholars Grant**

The Worldview Academy Scholars Grant is designed to support students interested in continued education in a Christian Great Books curriculum at the college level. The grant is available to students who have completed the Worldview at the Abby Bridge-Year program. Students
interested in applying for a Worldview Academy Scholars Grant at Gutenberg College must submit a complete application for admission to Gutenberg College before February 15. The student must enroll full-time at Gutenberg College within two years of completing the Worldview at the Abbey Bridge-Year program to be eligible for a four-year renewable* $2,500 grant.

To be considered for a Worldview Academy Scholars Grant, submit with your grant application:

- A letter of recommendation from a Worldview Academy instructor or administrator attesting to your involvement and investment in the Worldview Academy program.
- A 500-word essay explaining how your experience with Worldview Academy has affected your worldview and your understanding of Christianity.
- Earn a 70% or higher on the Worldview Academy Final Exam.

*Renewal terms for Worldview Academy Scholars Grant:
This grant will be automatically renewed for up to three years if the recipient remains a full-time student and maintains a 3.0 grade point average or higher. Recipients whose grades drop below the 3.0 average or who are under discipline for poor academic performance or violations of the Student Code of Conduct are not eligible for automatic renewal of their Worldview Academy Scholars Grant.

**Work-Study/Employment**

Mastery of the material covered at Gutenberg College is a full-time activity. We recommend that students work no more than ten hours per week while classes are in session. On-campus employment opportunities are very limited; however, students have been successful in finding employment off-campus.
## Business Affairs

Although the education at Gutenberg College is unique, Gutenberg is like other educational institutions in this respect: there is always a certain amount of “business” to take care of.

## Tuition and Fees

### Estimated Costs Per Year of Four-Year Degree Program

<table>
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<tr>
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<td>Room and Board</td>
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<td>Personal Expenses</td>
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<td><strong>Total before Books and Fees</strong></td>
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<table>
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<th>Years</th>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
Gutenberg does not want to burden its graduates with heavy student-debt. We are strongly committed to being affordable. Make sure to see our financial aid options in the Financial Aid section.

The costs above are estimates only. Fees are subject to change without notice. The allowance for personal expenses varies with the habits of individuals. Transportation varies with the distance between the student’s home and the college. Room and board vary with the arrangements made by the student.

Cost per Class for Part-Time Attendance/Auditing

(See Part-Time Attendance and Auditing in the Admissions section.)

Tuition for non-matriculated (non-degree) students is charged by the credit-hour. (For credit-hours assigned to each class, see Course Requirements.) Gutenberg College allows a limited number of students who are not enrolled as full-time students to audit or to attend for credit individual courses. Tuition for audited (no credit) classes is $250 per credit-hour. Tuition for classes taken for credit is $350 per credit-hour. For example, the tuition for one quarter of the six-credit-hour Western Civilization class would be $1500 if audited and $2100 if taken for credit. Tuition is due the first day of class. (See the Tuition & Fee Payment below.)

Tuition does not include the cost of books. Because all students must use the same book edition in discussion, books must be purchased through Gutenberg College’s bookstore. Auditors/for-credit attendees should contact the Gutenberg office for a list of required books and estimated costs.

Financial aid may be available from Gutenberg College. (Go to the Financial Aid section for information.) Financial aid applications will only be considered after a student is accepted into a class.

Fees

Fees are subject to change without notice. They are assessed as follows:

Books-and-Fees Charge

The books-and-fees charge covers the cost of books and includes a fee to help underwrite basic student services.

At Gutenberg, students use few traditional textbooks (foreign language study and some background reading may require them); rather, their “textbooks” are the books that have shaped Western civilization. Students are encouraged to study these books thoroughly and to make notes in them. Experience has proven that students are best able to study and discuss from their own copy of a new book with pagination that matches their classmates’ books. Thus, Gutenberg requires that each student own his own new copy of each book and that this copy be identical to his classmates’ books.

Gutenberg College packages a set of all required books for each student, and the books-and-fees charge pays for this package. Since the books are not sold individually but as a package, adjustments will not be made.
Matriculation Fee

When a student’s application for admission is accepted, the student is asked to sign a “letter of intent” and to pay a $450 non-refundable matriculation fee. One-hundred percent of this fee will be credited toward the fall books-and-fees charge due on the first day of classes.

Library Card Fee-Credit

All Gutenberg students are required to have a University of Oregon (UO) library card. As an incentive to get this card, students who show proof at the Gutenberg office of having obtained the library card will be credited $30 toward their winter books-and-fees charge. (The Student Handbook has instructions on how to obtain a UO library card.) This offer is only valid if students submit their proof before the end of the fall quarter. The UO library card must be renewed each year, and Gutenberg students are eligible to receive the $30 credit each year.

Damage Fee

No deposit is required for damage to or loss of college property, nor for other minor mishaps, but each student will be held financially responsible for such losses and must pay for them upon request.

Tuition-and-Fee Payment

Each quarter’s tuition and fees are due the first day of the quarter, with a four-day grace period for payment. Payments will be considered late on the fifth day after the due date. Students must sign any loan agreements by the fifth business day of the quarter. In the event that a student will not be able to pay tuition by the end of the grace period, the student must petition for an alternative arrangement and have that arrangement approved prior to the end of the fifth business day of the quarter. Payment for fees is not eligible for an alternative payment arrangement. Students will not receive the quarter’s books until their books-and-fees charge is paid, and therefore they should pay it as early as possible.

Students who have not paid tuition or made other satisfactory arrangements by the fifth day of the quarter will be charged a $5-per-day late fee until the Monday of the fourth week of classes, whereupon the student will be involuntarily withdrawn from all courses for which tuition has not been paid. Students may not be reinstated until tuition and fees due up to the date of withdrawal are paid.

Refund Policy

Gutenberg College’s refund policy applies to both voluntary withdrawal and involuntary withdrawal. No refunds will be made for any fees, including the $450 matriculation fee. Tuition will be refunded according to the schedule listed below, with the exception of withdrawal for substantial medical reasons. Tuition refunds for substantial medical reasons will be prorated by the day to the date of notice of withdrawal.

If a withdrawing student owes money to the college, or if the student has been advanced money on loan or grant programs, then any tuition refund will be reduced by the amount owed or advanced.
Tuition Refund Schedule

1. Before the week of Freshman Orientation: 100%
2. Before the end of the first week of the quarter: 91%
3. Before the end of the second week of the quarter: 82%
4. Before the end of the third week of the quarter: 73%
5. Before the end of the fourth week of the quarter: 64%
6. Before the end of the fifth week of the quarter: 55%
7. Before the end of the sixth week of the quarter: 45%
8. After the end of the sixth week of the quarter: no refund

Student Records & Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. Gutenberg’s policies on student records and privacy, as described below, are in accordance with FERPA. For more information about FERPA, see the U. S. Department of Education website.

Record Maintenance

Gutenberg College will maintain student records permanently. Gutenberg College will maintain complete records of all formal complaints, including resolution, for five years.

Access to Student Records

Enrolled students, present and past, have a right to examine at any reasonable time records originated by the college regarding the student’s education and related activity. Students may not take the records out of the office.

These records will not be made available to any other person(s) without the student’s consent, except for the following: college personnel in the discharge of their duties, representatives of a court, professionals in confronting an emergency or medical situation.

Errors and Changes in Student Records

If a student finds an error in his record, then he should notify the college, and the college will correct it. If the college fails to correct the alleged error, or if the student wants to rebut any information in his record, then the student may write a rebuttal (not to exceed 500 words) and request that the rebuttal be added to his file. Any rebuttals or requests for record changes regarding a particular class should be made in writing within one year from the date the class ends.

Financial Aid Records

Financial aid records may be released without student consent to parents who legally claim students as dependents for income tax purposes (under section 152 of Internal Revenue Code 1986) after the Financial Aid Office has received a copy of the first page of the parental federal
income tax return and a letter specifying the request. Students who wish to release information in their financial aid records to any other individuals or agencies may do so by submitting a completed “Authorization for Information Release” form to the Financial Aid Office.

**Directory Information**

In compliance with the Family Education Rights and Privacy Act, Gutenberg College retains the right to publish at its discretion the following information about each student presently or previously attending the college: the student’s name, address, telephone number, date and place of birth, field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student. The college provides this public notice of its intention to publish such directory information in compliance with the Act. Students have a right to inform the college within a reasonable period of time that any or all of this directory information should be withheld. Gutenberg College will respect any such request.

**Certifying Enrollment**

Students who need proof of enrollment or good grades should contact the registrar at Gutenberg College to request a copy of their report card or transcript. If the registrar must write a letter to certify full-time enrollment, then the student should list the specific information that the letter must provide. If the registrar must complete a form to certify enrollment, then the student should bring, mail, or fax the form to the Gutenberg College office with further instructions.

Mailed or faxed forms should be addressed to the registrar.

- **Mailing address:**
  Registrar
  Gutenberg College
  1883 University Street
  Eugene, OR 97403
- **FAX:**
  541-683-5141.

**Transcripts**

An official transcript is kept in the student’s academic file in the Gutenberg College office. Upon written request by the student, Gutenberg College will prepare and forward a transcript of the student’s record. Official transcripts will only be released if the student is in good standing with the financial office.

Transcripts are sent free of charge within one week of the request. Rush requests and expedited shipping may be available, but there will be a charge for these services. Requests can be made by fax, mail, or in person. All requests must include the student’s full name, a statement requesting a transcript be issued, the address to which the student would like the transcript sent, and a release signature.

Contact the registrar at Gutenberg College.
Withdrawal from the College

Any full-time student who withdraws from the college is asked either to write a statement listing reasons for withdrawing or to submit to an interview with the president or dean to state his reasons for withdrawing.

Financial Obligations

Students who withdraw from the program before the fifth week of the quarter must submit a written request for a refund to the vice president of finance. Withdrawing during a quarter does not release students from any alternative tuition payments agreed upon between the school and the students.

Students who withdraw from classes before the end of the fifth week of the quarter will have any Gutenberg College loan amounts advanced for the quarter reduced on the same schedule as tuition is refunded. (See Refund Policy.) This reduction will not be considered as payment toward outstanding loans.

If a student who withdraws is entitled to a refund, then the Gutenberg College bookkeeper will first apply that refund to any outstanding Gutenberg College loans and will then notify the student of when his next payment is due.

Effect on Transcript

The last day to withdraw from classes is three weeks before the last day of the quarter. (See the Academic Calendar.) Students who want to withdraw from (drop) a class must petition for the change by completing a Class Change Request form and submitting it to the college office. If a student withdraws from a course before the “last day to withdraw from classes” on the Academic Calendar, his transcript will show a ‘W’. If a student withdraws less than three weeks before the last day of the quarter, a grade for the course will be given based on the work done and not done unless the student requests an incomplete grade by completing an Incomplete Grade Request Form.

See Transcripts for information on requesting a transcript from Gutenberg College.

Graduate Programs & Job Placement

Gutenberg College graduates have been admitted to some of the finest master’s and doctoral programs, including international programs. Gutenberg students pursuing advanced degrees have been accepted into graduate programs at the following schools:

Boston University
Boston University School of Law
Brandeis University
Chapman University
Chapman University School of Law
Durham University (UK)
Emory University School of Law
Hawthorne University School of Nutrition
Hebrew University
Johns Hopkins University
Lewis and Clark Law School
Liberty University School of Law
LIOS Graduate College of Saybrook University
Loyola Law School
Marquette University
Middlebury College
Midwestern Baptist Theological Seminary
Northwest Christian University
Parsons School of Design
Regent College
Rosemont College
Sandra Day O’Connor College of Law at Arizona State University
Santa Clara University School of Law
Saybrook University
Sewanee: The University of the South
Southwest Baptist University
St. John’s College, Santa Fe
St. John’s College, Annapolis
St. Vladimir’s Orthodox Theological Seminary
Syracuse University
Temple University
The Seattle School of Theology and Psychology
Toronto School of Theology
University of Arizona
University of California at Davis School of Law
University of California Hastings College of the Law
University of California at Los Angeles School of Law
University of Illinois at Chicago
University of Maryland
University of Puget Sound, Occupational Therapy Program
University of Oregon School of Law
University of Salzburg, Austria
University of San Diego School of Law
University of San Francisco School of Law
University of Toronto
University of Washington
Western Governors University
Western Michigan University
Western Seminary
William and Mary Law School
Willamette University College of Law
World Journalism Institute

For students who choose not to go on to graduate school, Gutenberg provides career advising periodically.
A Gutenberg education is not designed to prepare students for a particular career, but rather to cultivate their thinking and communication skills. Thus, while the occupational pursuits of Gutenberg graduates are as varied as the students who attend, their education helps them to be thoughtful and creative in those pursuits. Career counseling highlights these strengths and provides students with assistance in preparing for the work environment.

**Student Life & Housing**

Gutenberg College is housed in a beautiful 17,000-square-foot brick building built in 1939 as a sorority. The building also houses the Puccinelli Art Gallery and sixteen to twenty residents, who reside in separate halls for men and women. Classrooms, offices, a library, a community living room, a kitchen, and an on-site laundry facility are also located in the building. Outside, a lovely landscaped yard surrounds the building, and a raised-bed garden plot is available for residents’ use. Gutenberg sometimes leases houses near the college building to provide additional housing for Gutenberg’s Residence Program.

Gutenberg College maintains the intimacy of a small community environment while accessing a variety of resources within short distances. Opportunities abound for educational experiences, cultural entertainment, sporting events, recreational activities, outdoor excursions, and even good cups of coffee.

Gil and Erin Greco are Gutenberg’s Residence Program house managers. They both graduated from Gutenberg College: Gil in 2012 and Erin in 2010. They met in 2008 while living in the Residence Program and lived there until their marriage in 2010. In 2013, they moved to Kansas City, Missouri, where Gil taught at a Classical Christian high school, Erin started a photography business, and they had their two boys, Wendell (3) and Linford (1). They returned to Gutenberg in June 2018 to give back to the community that they were so thankful to be a part of.

**Housing/Residence Program**

Instructions on how to apply for residence at Gutenberg College are below. Before applying, however, please read all the information below.

Gutenberg College is unique and so is its student housing. The Gutenberg College Residence Program offers housing and food services to Gutenberg College students and also welcomes, as space allows, other young adults who either attend other colleges in Eugene or work in the community and who are interested in participating in Gutenberg community activities. A Gutenberg student who chooses to live on campus becomes part of a community—living, studying, and sharing meals with fellow students.
Gutenberg students are not required to live in student housing, and acceptance as a resident is separate from acceptance as a student at Gutenberg College.

**Meals Program**

As part of the Residence Program, evening meals are provided each weeknight (Monday through Friday) during the fall, winter, and spring quarters on the days Gutenberg College is in session. (Meals are also provided during Freshmen Orientation, on snow days, and on oral-evaluation days, the first day of winter and spring terms.) The Meals Program provides the opportunity for residents and students to eat a nutritious dinner, to converse, and to build relationships. It plays a vital part in community life. Meals are served family style, and participants are encouraged to enjoy lively conversation and community time. As part of the Meals Program, residents are assigned refrigerator and pantry space to store food, and they are allowed to use the kitchen to prepare their breakfasts, lunches, weekend dinners, and snacks.

**Resident Requirements**

Although the routine of the house is largely unstructured, residents are required to participate in a variety of activities related to community living. These activities include the following:

- Meals Program;
- Annual residents retreat (in September);
- Quarterly house meetings;
- Regular house chores (approximately two hours per week of work inside or outside the residence);
- Weekly kitchen duties;
- Quarterly “work days” (approximately four hours).

All residents must sign a Residency Agreement in which they agree to abide by the policies in the Resident Handbook, including the Gutenberg College Code of Student Conduct and these three moral issue rules:

1. No illegal or irresponsible drinking or drug use is permitted.
2. No sexual activity between unmarried people is permitted.
3. Residents agree to pursue kindness in their dealings with one another, especially in the midst of life’s difficult struggles.

Residents are free to pursue their lives and relationships in the house in an atmosphere of mutual support and encouragement. Because the staff and faculty of Gutenberg College are committed to creating an environment conducive to students learning to make adult decisions on their own, what the Residence Program requires—and does not require—of students has been carefully considered. The absence of some rules to regulate individual choices should not be interpreted as disregard or lack of concern for the importance of such decisions; on the contrary, individual choices, such as smoking, legal drinking, or watching films, are vitally important. Because these decisions are so important, the Residence Program seeks to provide an environment where residents can decide for themselves on these issues and, in the process, learn about decision-making in an atmosphere supportive of their faith. The Gutenberg College staff and faculty are
always ready, however, to provide their input and experience to help students make wise decisions.

Cost of Residence Program

The cost for residency ranges from $3812 to $4838 for the academic year (depending on the room the resident occupies and if a special diet is requested) and is due when the resident moves in. A payment plan is available upon request. The Residence Program fee includes the following:

- A room;
- Meals program;
- Activity program (annual retreat, holiday parties, etc.);
- Basic utilities;
- Household supplies (light bulbs, toilet paper, etc.);
- Shared use of the common resident areas.

Reserving a Room. Incoming residents reserve their room by paying 10% of the Residence Program fee. This payment is nonrefundable, but it is applied to the fees due when the resident moves in. Returning residents may reserve a room for the following year by keeping their damage-and-cleaning deposit on account (see below) and signing the Residency Agreement for the following year in advance.

Deposits. A $100 refundable damage-and-cleaning deposit and a $30 refundable key deposit are also due when the resident moves in. (Residents responsible for damaging college property must pay any costs in excess of the damage-and-cleaning deposit for cleaning, repairing, or replacing that property.)

How to Apply to the Residence Program

March 1 is the deadline to apply for fall housing. Housing is limited and fills up quickly. Qualified applicants are admitted in the order in which they apply, and applicants for whom no room is available are placed on a waiting list. (Gutenberg students are urged to apply early.) Although students are urged to apply by March 1, the Residence Program accepts applications throughout the year, and rooms occasionally become available. These vacancies are offered first to people on the housing waiting list and then made available to new applicants.

Application Process

(1) Applicants are required to read the Resident Handbook before applying to the Residence Program.

(2) After reading the Resident Handbook, applicants may complete the Application for Residence online. Applicants will be asked to provide the names of two personal references, people who know the applicant well and can address the question of how the applicant might contribute to, benefit from, and be challenged by the Residence Program.

Applicants may also complete the application off-line by requesting a copy from the Gutenberg office or downloading a PDF and mailing the completed application to Gutenberg.

If mailing the application, please send it to the following address:
Gutenberg College  
Attn: Residence Program Manager  
1883 University Street  
Eugene, OR 97403  

(3) A $20 application fee is required when applying for residence. (The application fee is waived for students also applying to Gutenberg’s undergraduate program.) When completing the Application for Residence online, applicants will be asked to pay the fee online. Applicants applying by mail or in person should include a check or money order payable to Gutenberg College with the application.

(4) After the application and fee have been received, Residence Program staff will schedule an interview. The purpose of this interview is to allow both the applicant and the Gutenberg staff to determine whether the applicant’s residence at Gutenberg would be mutually beneficial. Because of the cooperative nature of the living situation, residents must be responsible, tolerant, and considerate in order to participate in the Gutenberg College Residence Program.

Student Services

Community Life Services functions under the institutional goals of Gutenberg College to do the following: (1) provide services to Gutenberg College students; (2) provide housing for Gutenberg College students; (3) provide housing for other young adults interested in the goals and purposes of the college and its institutes; (4) provide an atmosphere that supports learning; and (5) foster a culture within the Gutenberg College community that values truth and encourages people to pursue it.

Community Life Services seeks to support the relational aspect of the Gutenberg experience; it seeks to facilitate the application of the curriculum’s content in the form of social, recreational, and fellowship opportunities. (See Student Events and Activities.)

Counseling Services

Gutenberg College does not have a counseling office. Tutors are available for consultation with respect to academic and career issues. Tutors and Community Life Services staff are also available to help students with personal issues, and tutors and staff can provide lists of local resources to students who need help or services Gutenberg College cannot provide. The Student Handbook describes Gutenberg’s counseling policies.

Gutenberg students who have experienced any form of sexual assault can obtain free legal services from Student Survivor Legal Services at the UO School of Law. Go to law.uoregon.edu/ssls.

Health Services

Gutenberg College does not provide health facilities, medical services, or psychological counseling to its students as a part of its program. Students in need of medical services may contact whomever they choose to provide those services. When requested, Community Life Services staff will provide a list of medical services, physicians, and mental health counselors available in the local area and assist students in locating their desired medical service.
Gutenberg College faculty and staff members are encouraged to suggest two or more names of physicians or counselors to any students who express a need for these services. Referral lists are made available to entering freshmen during Freshman Orientation, and they are available at any time in the college office. Inclusion on the referral lists does not indicate Gutenberg College endorses these services. Students are responsible for their own medical and psychological care.

**Health Insurance**

Gutenberg College does not offer health insurance to students. Most students, however, are covered by their parents’ health insurance as long as they attend school full time. Students should check with their parents’ agent for complete details. Gutenberg’s curriculum is full time; if a student needs documentation for insurance, he should request it at the Gutenberg office. (See Certifying Enrollment in the Business Affairs section.)

**Library Services**

Gutenberg College Library is a small reference library. Its main purpose is to provide Gutenberg students with background and supplemental texts to enrich their understanding of their assigned Great Books readings. Students also have access to the library collections of the Eugene Public Library, the Springfield Public Library, and the University of Oregon’s six libraries, which house more than 2.8 million books.

Gutenberg College requires every student to have a UO Oregon Card, which allows the student to check out books from UO libraries. As an incentive to get this card, students receive a $30 credit toward their winter books-and-fees charge if they can show proof of having set up their UO library account during fall quarter. The UO library card must be renewed each year, and Gutenberg students are eligible to receive the $30 credit each year.

(See the Student Handbook for a complete description of Library services and instructions for obtaining library cards.)

**Internet Access**

High-speed Internet connection is available to students and residents through Gutenberg College’s wireless Internet network, accessible throughout the Gutenberg College building.

**Restrictions on Internet Use**

Gutenberg makes available the use of the Internet to its board members, employees, students, and residents in order to further its academic mission. As a condition of use, users must not violate any law, including federal copyright laws or any policy of Gutenberg. Receipt or transmission of any material in violation of any state or federal law, including the receipt or transmission of any unauthorized copyrighted material or any threatening or obscene material via the Internet or any other means. Violation of the law or any Gutenberg policy may result in termination of the privilege, other disciplinary measures, and possibly civil and/or criminal sanctions. Gutenberg reserves the right to deny, revoke, suspend, restrict, condition, close, or otherwise limit any user’s account or access. No user should have an expectation of privacy.
while using Gutenberg’s system. Users may not share their login or password with any other user or use any other person’s login or password.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Security and Emergency Procedures

Gutenberg College has established both emergency procedures and procedures to help ensure the security of the students and the campus. These are described in the Student Handbook.

In addition, students are asked to be responsible for their own personal safety and the safety of their belongings. The neighborhood surrounding the college is a typical college neighborhood; students are advised to be aware of their surroundings at all times.

Student Conduct

Gutenberg College has adopted a Code of Student Conduct, which is included in the Gutenberg College Ethics Statement. The college has also adopted procedures for disciplinary action, as described below. Both the Code of Student Conduct and the procedures for disciplinary action are also published in the Student Handbook. Before matriculating, all students must indicate their agreement to the Code of Student Conduct by signing the Student Code of Conduct Agreement.

Code of Student Conduct

To be a Gutenberg College student is to avail oneself of a unique educational opportunity. In order to fully benefit from the program, a student must work hard and be a cooperative member of the Gutenberg community. Therefore, every student must agree to be respectful of other students, residents, faculty, and staff, cognizant of the fact that, in a small community, the actions of one affect everyone else.

Our rights, privileges, restrictions, and freedoms are derived from our relationship to the community in which we live. Freedom properly exercised is expanded. When it is improperly exercised it is reduced. Discipline is the community’s process of responding to the abuse of rights, privileges, and
freedoms. It includes helping the offender understand the way his action is not acceptable in the community and how his place in the community can be restored through mature acceptance of responsibility. Discipline is fundamental to education, a major purpose of which is to help people make a reasoned use of freedom and thereby acquire more.

Loss of privilege, restitution, suspension, or expulsion may be imposed on any student whose conduct on or off the campus disturbs the peace or diminishes the reputation of the college community. The kinds of misconduct that may bring discipline are as follows:

1. Conviction for violation of any federal, state, or local laws;
2. Dishonesty, such as giving false information, alteration or misuse of documents, plagiarism, cheating in school work, impersonation, and other forms of fraud;
3. Theft, misuse, unauthorized use, or unauthorized entry of college or public property;
4. Illegal use, sale, or possession of stimulants, intoxicants, or drugs;
5. Willful failure to comply with the authorized directions of any college official, staff member, or tutor acting in the performance of his duties;
6. Obstructing or forcibly disrupting college activities;
7. Abuse, intimidation, or harassment of another person by physical force or threat of physical force;
8. Deliberate or careless endangerment to another person, such as the following: tampering with safety equipment, violation of safety regulations, and use of firearms, knives, explosives, or other weapons on campus.
9. Receipt or transmission of any material in violation of any state or federal law, including the receipt or transmission of any unauthorized copyrighted material or any threatening or obscene material via the Internet or any other means.

**Disciplinary Process**

Anyone may call student misconduct to the dean’s attention, and any allegation of misconduct that the dean deems worthy of investigation will be pursued. The dean will initiate an inquiry to establish the truth or falsity of allegations of misconduct. If, after the inquiry, the dean believes that the student has acted in such a way that discipline is in order, the dean will appoint a Disciplinary Committee. The Disciplinary Committee will include the president, the dean, and two other members selected by the president from the faculty and/or staff, depending on the nature of the infraction. The Disciplinary Committee will recommend a course of action, and the dean will follow one of the following two processes:

**Less Serious Misconduct**

Where possibility of suspension, expulsion, or restitution over $500 does not exist, the dean will designate a time for the student to appear before the Disciplinary Committee. The dean (or his designee) will clearly explain to the student what misconduct has been reported. The student will be given an opportunity (during the interview with the Disciplinary Committee or at a later time if the student chooses) to explain what happened. After hearing the student’s explanation, the dean (or his designee) will determine:

1. Whether further proceedings should follow; or
2. Whether disciplinary action should be taken, and if so, what action; or
3. Whether no further action is warranted.
By a written letter delivered to the dean within five days after learning of the determination, the student can request that the whole matter be reviewed by two tutors, one named by the dean and one named by the student.

**More Serious Misconduct**
Where possibility of suspension, expulsion, or restitution over $500 does exist, the dean will cause a letter to be sent to the student informing the student of the reported misconduct and asking the student to respond within five days in one of the following ways at the student’s option:

1. Write a letter fully explaining what happened and the student’s part and intentions in it; or
2. Make an appointment to meet with the Disciplinary Committee to explain fully what happened and the student’s part and intentions in it, after which a written summary of the explanation will be made; or
3. Write a letter to the dean asking for an opportunity to come before the dean (or his designee) and tell what happened and bring others to tell what they know about the alleged misconduct, after which a written summary of what was reported will be made; or
4. Do nothing within the five days.

After one of the four steps above has been completed, the dean (or his designee) will determine:

1. Whether legal proceedings should follow; or
2. Whether disciplinary action should be taken, and if so, what action; or
3. Whether no further action is warranted, in which case the student will be informed in writing of this determination.

Within five days after receiving this information, the student may request that the whole matter be reviewed by the college governing board. At least ten days before the review takes place, the student will be notified in writing of the time and place of the review. At such review, the student may be present and accompanied by an advisor. A written summary of what is said at the review will be made. After the review, the board may make any determination that the president could have made, and it will notify the student in writing of its determination.

**Grievance Procedure**
Because no set of rules and regulations can be so complete and farsighted as to cover every eventuality, Gutenberg College has a petition process designed to address any unusual circumstances that may arise. If a student would like to have a rule waived or modified due to special circumstances, or if a student has a grievance of any kind, the student must complete a written petition and submit it to the academic dean. The dean and two tutors will review each petition and determine what action, if any, should be taken.
Student Concerns

During the school year, on the first Monday of each month, a residence meeting will be held. All Gutenberg students are welcome to attend this meeting. During this meeting, time will be set aside for students to discuss their concerns. These concerns will be noted and communicated to the president of the College. These meetings and subsequent communications are intended to (1) provide representation of student concerns to the administration of Gutenberg College and (2) generate dialog among and between the students and the administration in matters pertaining to student life and culture.

Married Students

Both being married and being a student at Gutenberg are very challenging in that both take a lot of time and work. Combining the two will be stressful unless the married student works very hard to balance the two enterprises. Married students are strongly encouraged to share with spouses what they are learning at Gutenberg and how their thinking is developing. Similarly, it is helpful if the student’s spouse also reads the material being studied so that the couple can discuss it. Spouses of students are encouraged to visit a discussion early in the year to better understand the educational process.

Student Employment

Mastery of the material covered at Gutenberg College is a full-time activity. We recommend that students work no more than ten hours per week while classes are in session. On-campus employment opportunities are very limited; however, students have been successful in finding employment off-campus.

Student Events and Activities

Several traditional events take place each year at Gutenberg College. These include the freshman Welcome Tea, the junior Qualifying Tea, the President’s Dinner, the Student Art Show and Performance, the senior Baccalaureate Dinner, and Graduation. Students also participate in other, more informal, activities that vary from year to year. In the past, some of these events have included an a capella gospel choir, co-ed recreational-league indoor soccer, and holiday parties. (See the Student Handbook for a more complete description of student events and extracurricular activities.)

Community Resources and Recreation

Gutenberg College maintains the intimacy of a small community environment while accessing a variety of resources within short distances. Opportunities abound for educational experiences, cultural entertainment, sporting events, recreational activities, outdoor excursions, and good cups of coffee. Some of those resources are described below.
Bookstores
All textbooks are included in the books-and-fees charge and can be picked up—after fees have been paid—from the bookstore located in the Gutenberg College office.

A full-service bookstore of the University of Oregon is located at 895 E. 13th, and other books (new and used) may be purchased at Windows (199 W. 8th), Smith Family Bookstore (768 E. 13th and 525 Willamette Street), Barnes and Noble (Valley River Center), and other bookstores in the area.

City of Eugene and Environs
The City of Eugene, the home of Gutenberg College, and its close environs provide numerous cultural and recreational opportunities. In addition to movie theaters, indoor pools, athletic facilities, bowling alleys, and an ice-skating rink, students will find the following in the Eugene area:

- **Churches.** Over 300 churches in the Eugene area provide students with a wide variety of church-activity options. For example, Central Lutheran Church, located one block from Gutenberg College, is famous throughout Eugene for its love of music. Liturgical church services and performances throughout the year incorporate a choir, a Baroque-style organ, a Steinway grand piano, and over sixty hand bells. Twice a year, the church’s choir and orchestra perform a sacred choral masterpiece. Students interested in the church’s musical offerings are encouraged to inquire about joining the choir or orchestra.

- **Gardens.** Hendricks Park and the Owen Rose Garden display world-class rhododendrons, azaleas, and roses.

- **Hult Center for the Performing Arts.** The Hult Center, which offers student discounts, features a 2,200-seat concourse and hosts national and international musical and performing artists. Each year, the Bach Festival attracts an international audience.

- **Outdoor Recreation.** Opportunities include miles of running and hiking trails in addition to ninety-eight miles of paved bicycle paths that wind along the Willamette River and through numerous parks. Rafting, canoeing, and fishing areas abound in and around Eugene, and nearby reservoirs provide plentiful boating opportunities. The climate is mild year-round, with average temperatures of 75° in the summer and 45° in the winter.

- **Shopping.** Three large malls offer traditional shopping experiences, while the Saturday Market and Fifth Street Market offer the creations of local artisans and good food, including freshly grown produce.

Oregon Points of Interest
Eugene is located in Oregon’s beautiful Willamette Valley. From here, students can travel easily to many points of interest in Oregon. The scenic Oregon coastline, the mountainous terrain along the McKenzie River, and the bountiful farmlands beside the Willamette River are within an hour’s drive. Day trips can take students to Crater Lake in southern Oregon, Mount Hood in northern Oregon, Mount Bachelor and Willamette Pass ski resorts in the Cascade Mountains, the Columbia River gorge, Multnomah Falls, the Portland Rose Festival, or the renowned Ashland Shakespeare Festival.
University of Oregon

Gutenberg College’s proximity to the University of Oregon (UO) provides many social and cultural opportunities for Gutenberg students, some of which are listed below.

- **Classes.** Many UO departments allow community members to audit their lower-division classes at significantly reduced rates. Inquire at the department office for a list of such classes and their rates. Upper-division courses are also usually open to the public for credit at community rates, if prerequisites have been met. Enrolling in classes at the community rate gives the Gutenberg student many benefits that a UO student has, including access to the Recreation Center, an Internet server, computer labs, tutoring, and student sports tickets. Access to the Health Center is not included.

- **Erb Memorial Union (EMU).** The student center is located six blocks from Gutenberg College. The EMU houses a food court, a bakery, a newsstand, a photocopy center, and more. Its Craft Center offers classes throughout the year on various arts and skills, such as weaving, woodworking, and pottery. These classes are available to Gutenberg students at community prices, and they often provide the student access to expensive labs and equipment.

- **Gerlinger Hall.** The Oregon Ballroom Dance Club, holds a dance (open to the community) each Friday evening from 7:30 to 11:30 at Gerlinger Hall. During the first hour, a lesson is held for beginners and developing dancers. Many of the Gutenberg students enjoy this opportunity throughout the year.

- **Hayward Field.** The UO’s training field for many track-and-field world-record holders is located one block from Gutenberg College. The 008 Olympic Trials for track-and-field were held at Hayward Field.

- **Libraries and Museums.** The UO’s six libraries house more than 2.8 million books. Also available are the Art Museum (located near the main library and open to the public free-of-charge on the first Friday of every month), the Museum of Geology (in Condon Hall), and the museum of Natural History (on 15th Street).

- **Outdoor Program.** This cooperative program offers a wide variety of “at cost” outings. Outings are contingent on members organizing them, but in the past they have included skiing, hiking, rafting, rock climbing, and biking. Non-UO students pay a $15 membership fee per quarter to participate.

- **University Newspaper.** The Oregon Daily Emerald informs students about events on campus, many of which are open to the public for free or for a nominal fee. Gutenberg students can use their student body card to attend UO theater productions, concerts, and dance performances at student rates, or they can take advantage of free senior recitals or the University’s open dance hall on Friday nights.
Students and the Spiritual Life

Numerous resources are available to help students build a solid foundation for their faith and belief. The faculty of Gutenberg College are committed to supporting the students’ spiritual growth and well-being and to helping them understand the Bible and how to apply its message and principles to their lives. Yet, the faculty believe that students must come to terms with the claims of the gospel for themselves and, in the end, make decisions about what they believe about biblical Christianity. Therefore, Gutenberg College’s program does not require participation in particular worship or communal activities.

Gutenberg College seeks instead to provide a supportive environment where students can decide about worship and Bible study for themselves. The faculty are always ready to come alongside students to help them make choices about how to express and pursue their faith. Faculty, staff, and other students who are familiar with a number of churches (of various worship styles) within and outside the Eugene area are a valuable resource for new Gutenberg students looking for a church to attend while they are at the college.

Students will study some biblical texts as part of the Great Books curriculum. Students are also encouraged (but not required) to study the Scriptures outside course offerings, through Bible studies and discussion groups.

Student Mission and Service Opportunities

A variety of opportunities for student service are available in the Eugene/Springfield area. The following are recommended ministry organizations. (Descriptions are from the websites of the various ministries.)

- **Catholic Community Services**, http://www.ccslc.org/
  Catholic Community Services takes an individualized, one-on-one approach to helping persons in poverty become better able to support themselves and their families. Our staff members become familiar with the specific strengths and unique needs of each family, use that knowledge and trust to help the family get connected with available resources, and then support them as they take positive steps forward.

- **Episcopal Campus Ministries**, http://www.uoecm.org/food-pantry.html
  Episcopal Campus Ministry (ECM) is a community grounded in worship, prayer, service, and hospitality for the students, faculty, and staff of our local colleges and universities. Current UO, LCC, GC, or NCU students with ID are eligible to come to The Pantry (Food Pantry: 1329 E. 19th Street, Eugene, OR) on every distribution date. We are always looking for volunteers to help with stocking the shelves on Wednesdays and distributing the food on Thursdays.

- **Eugene Mission**, http://www.eugenemission.org/
  The Eugene Mission is a wellness shelter providing meals, safe shelter, clothing, social services, and the restorative message of God’s love for homeless men, women, and children of the Eugene and Lane County communities.

  Hope Ranch Ministries is a faith-based fellowship committed to providing safety, healing, and hope for survivors of human trafficking and intensive sexual trauma. We
endeavor to provide a voice for those rendered mute by the horror of sexual exploitation. We honor every human being as a unique creation worthy of dignity and love.

  Hosea Youth Services exists to provide youth an alternative to chronic homelessness and unemployment.

  Jubilee Ministries is a faith-supported, non-denominational, non-profit ministry, dedicated to demonstrating God’s love to prisoners and their families all over the world—presenting them with the Good News of the Gospel—that there is a lasting freedom & an eternal pardon available through a personal relationship with our risen Lord, Jesus Christ.

  Love INC of Central Lane County is partnering with local churches and Christian volunteers from those church bodies who actively engage in verified service opportunities to show Christ’s love by practically helping people in need and transforming lives through building relationships. Love INC coordinates, clarifies, and verifies client requests to offer churches the opportunity to participate in God’s amazing work of touching and impacting lives in a local mission field while partnering with local assistance agencies. They serve in these general areas: prayer, meals, rides to appointments, yard work, packers, movers, stocking pantry shelves as folks transition from homelessness.

  St Vincent De Paul assists the poor and those in need of consolation, seeking out and utilizing every resource. Being mindful of the sanctity and dignity of all, we know that any charitable work that advances those goals is within the mission of St. Vincent de Paul. St. Vincent de Paul is Lane County’s largest nonprofit human services organization. Founded in 1954, the agency helps over 84,000 individuals and families each year. St. Vincent de Paul is committed to providing comprehensive programs to alleviate poverty and help all individuals find a path out of poverty and into self-sufficiency.
Students and the Arts

Art is alive and well at Gutenberg College. Gutenberg acknowledges the God-given, creative capacity of humans to make art, and the college has cultivated a lively “arts conversation” among its students, including an ongoing dialogue about contemporary and popular art, music, and cinema. The faculty also recognize that the arts have played a major role in expressing the unfolding ideas of Western civilization and are therefore a powerful way the mind of man has made itself known over thousands of years and continues to today, especially as our culture has shifted from a language-based to an image-based culture. Gutenberg College is therefore committed to helping its students understand how the power of art works in today’s society.

Gutenberg College is located near the University of Oregon’s art museum and art facilities, which gives Gutenberg students access to a wide variety of art activities, such as dance classes and classes at the university’s Craft Center. The Craft Center, located in the student union, offers short courses in subjects such as photography, fibers, screen-printing, and woodworking. In addition, the city of Eugene and the surrounding area offer scores of local and internationally acclaimed musical and theater venues.

The Western Civilization course during the freshman and sophomore years includes art history, and over the course of four years, students will take three art seminars and an art practicum. The art history, the seminars, and the practicum not only help students learn what art is, but they help students learn to discern the differences between art motivated by indifference and hostility to God and art motivated by a true desire to know and please God.

Gutenberg encourages its students to participate in the Annual Student Art Show and Performance. This event usually takes place in March or April. Its purpose is to showcase the visual and performance art produced by Gutenberg students as well as other students in the Gutenberg community. Visual art is exhibited in Gutenberg College’s Puccinelli Art Gallery.
Study Abroad

Gutenberg College partners with Global Education Oregon (GEO), a study abroad program provider located at the University of Oregon (UO), to give Gutenberg students access to more than 250 academically rigorous and thematically diverse study abroad programs.

► Use the link on the right for more information about studying abroad.

Study Abroad at Gutenberg College

Gutenberg students have access to more than 250 academically rigorous and thematically diverse study abroad programs in 90 countries through GEO’s centers in Europe, Africa, Asia, and the Americas.

Gutenberg students interested in availing themselves of a study abroad opportunity can explore programs and courses at https://geo.uoregon.edu/.

Students interested in studying abroad while at Gutenberg should first contact the Gutenberg College Registrar to determine if a desired program will fulfill a graduation requirement.

Students may also contact the GEO office at the University of Oregon with questions about specific programs.

Global Education Oregon (GEO)
333 Oregon Hall 5209
University of Oregon
Eugene, OR 97403

P: 541-346-3207 P: 800-654-2051

24/7 Emergencies: 503-764-4146

Email: geoinfo@uoregon.edu


Faculty & Administration

The faculty, staff, and board of Gutenberg College are committed to the pursuit of Truth and to encouraging the students at Gutenberg College to engage in that same pursuit. All regular, full-time tutors, administrative faculty, and board members sign Gutenberg College’s Biblical Foundation Statement. Together, they have created an atmosphere where questions, dialog, and respect for one’s fellow travelers are encouraged.

Faculty

Education is a lifelong pursuit. The tutors of Gutenberg College do not view themselves as people who have mastered the art of learning, but as more advanced students who can give helpful direction to those who are as yet less skilled. Gutenberg tutors feel fortunate to have a forum in which they can continue to learn while helping others to learn. The love of learning is one contagion the faculty hope will infect Gutenberg College and those who come in contact with it.

You can contact the Gutenberg faculty by e-mail at the Gutenberg College office. Please indicate in the “subject” line which faculty member you want to contact.

Full-time Faculty

Chris Alderman

- M.A., Language and Literature; University of Chicago, 2008
- B.A., English; Washington and Lee University, 2005
- Tutor, Gutenberg College, 2017-present

Thomas (Charley) Dewberry

- Ph.D., Philosophy; University of Oregon, 1995
- M.S., Stream Ecology; Michigan State University, 1978
- B.S. in the Arts (major: political science, economics, and zoology); Michigan State University, 1975
- Dean of Gutenberg College
- Tutor, Gutenberg College, 1994-present
Eliot Grasso

- Ph.D., Musicology; University of Oregon School of Music and Dance, 2011
- M.A., Ethnomusicology; Irish World Academy of Music and Dance at the University of Limerick, 2007
- B.A., Music; Goucher College, 2005
- Adjunct Instructor of Musicology, School of Music and Dance, University of Oregon, 2011-present
- Provost of Gutenberg College
- Tutor, Gutenberg College, 2012-present

Ron Julian

- M.A., Religion; Reformed Theological Seminary, 2006
- B.A., Linguistics; University of Oregon, 1991
- Tutor, Gutenberg College, 1994-present

Chris Swanson

- Post-doctoral research assistant, University of Oregon, 1994-2001
- Ph.D., Physics; University of Oregon, 1992
- M.S., Physics; University of Oregon, 1987
- B.S., Physics and Math; Westmont College, 1986
- President of Gutenberg College
- Tutor, Gutenberg College, 1994-present

Part-time Faculty

R. Wesley Hurd

- Ph.D., Educational Policy; University of Oregon, 1988
- M.F.A., Painting; University of Oregon, 2000
- M.A., Biblical Studies/Theology; Western Seminary, 1977
- B.S., Art Education; Southern Oregon University, 1967
• Tutor (part-time), Gutenberg College, 1994-2012, 2016-present

Cynthia Swanson

• M.F.A., Theater; University of Oregon, 1989
• B.A., English and Dramatic Studies; Westmont College, 1985
• Tutor (part-time), Gutenberg College, 1994-present

Administration

Gutenberg College, which first began operations in September 1994, is an independent college governed by the Gutenberg College board of governors.

You can contact the Gutenberg staff listed below by e-mail at the Gutenberg College office. Please indicate in the “subject” line which staff person you want to contact.

• President: Chris Swanson, Ph.D., University of Oregon
• Vice President of Finance: Ahmed Moctar Zibare, M.B.A, Northwest Christian University
• Dean: Thomas Dewberry, Ph.D., University of Oregon
• Provost: Eliot Grasso, Ph.D., University of Oregon

• Admissions Director: Eliot Grasso, Ph.D., University of Oregon
• Community Life Services Director: Thomas Dewberry, Ph.D., University of Oregon
• Financial Aid Director: Ahmed Moctar Zibare, M.B.A, Northwest Christian University

Board of Governors

Gutenberg College, Inc.

Larry Barber

• M.A., Counseling Psychology; Professional School of Psychological Studies
• B.A., Biblical Studies; Biola University
• Currently: Pastoral counselor for Charis Foundation since 1994
Kelly Beck

- California Secondary Teaching Credential, Social Science; Western Governors University
- M.A., Teaching, Social Science; Western Governors University
- B.A., Liberal Arts; Gutenberg College
- Currently: Junior High humanities teacher; Heritage Flex Academy, American Heritage Charter Schools (Escondido, California)

Allan Bruner

- M.S., Science Education; Oregon State University, 1988
- B.S., Chemistry, Seattle Pacific University, 1981
- Licensed Practical Nurse, Bellingham Vocational Technical Institute, 1982
- Currently: Science/Mathematics Teacher, Colton High School, 1989-present (Colton, Oregon)
- Secretary/Treasurer, Gutenberg College Board of Governors

Craig A. Doerksen

- M.A., English, Narrative and Modernity; National University of Ireland, Maynooth, 2002
- B.A., English; University of Oregon, 1992
- Currently: Upper School Head, Regents School of Austin (Austin, Texas)

Mike Grose

- M.A., Music, Tuba Performance; Northwestern University, 1985
- B.A., Music, Tuba Performance; Northwestern University, 1984
- Currently: Teacher and Associate Dean for Undergraduate Studies at the University of Oregon School of Music and Dance
R. Wesley Hurd

- M.F.A., Painting; University of Oregon, 2000
- Ph.D., Educational Policy and Management; University of Oregon, 1988
- M.A., Biblical Studies, Western Baptist Theological Seminary, 1977
- B.S., Southern Oregon State College, 1967
- Currently: President of BlueTower Arts Foundation
- Chair of Governance Committee, Gutenberg College Board of Governors

Paul Pindell

- MBA, Northwest Christian University, 2009
- B.A., Greek, Minor in Philosophy; University of Oregon, 1992
- Currently: Manager, Solution Architecture and Engineering, Business Development, F5 Networks (Eugene, Oregon)
- Chairman, Gutenberg College Board of Governors
- Chair of Executive Committee, Gutenberg College Board of Governors
- Chair of Facilities Committee, Gutenberg College Board of Governors

Andy Truitt

- B.S., Management; United States Air Force Academy, 1993
- Currently: National Director, South, for Classical Conversations
Academic Calendar

The academic calendars contain the major dates and deadlines students and prospective students need to know.

2018-2019 Academic Calendar

September 19-21 Freshman Orientation
September 24 Fall quarter begins; classes begin
November 16 Last day to withdraw from classes
November 22-23 Thanksgiving recess (no classes)
November 30 Last day of classes
December 6-7 Final exams
December 7 Fall quarter ends
December 8–January 6 Christmas recess (no classes)
January 1 Early-Decision Deadline for 2019-2020 admission application
January 7 Winter quarter begins; oral evaluations
January 8 Winter classes begin
January 21 Martin Luther King Jr. Day (no classes)
March 1 Regular-Decision Deadline for 2019-2020 admission application
March 1 Deadline for 2019-2020 residence application
(Late applications may be considered.)

March 1        Last day to withdraw from classes
March 15       Last day of classes
March 21-22    Final exams
March 22       Winter quarter ends
March 23-31    Spring recess (no classes)

April 1        Spring quarter begins; oral evaluations
April 2        Spring classes begin
April 22       Easter break (no classes)
May 1          Financial Aid deadline for returning students
May 24         Last day to withdraw from classes
May 27         Memorial Day observed (no classes)
June 7         Last day of classes
June 13-14     Final exams
June 14        Graduation
June 14        Spring quarter ends

August 15      Late-Decision Deadline for 2019-2020 admission application
2019-2020 Academic Calendar

September 25-27  Freshman Orientation
September 30  Fall quarter begins; classes begin
November 22  Last day to withdraw from classes
November 28-29  Thanksgiving recess (no classes)
December 6  Last day of classes
December 12-13  Final exams
December 13  Fall quarter ends
December 14–January 5  Christmas recess (no classes)
January 1  Early-Decision Deadline for 2020-2021 admission application

January 6  Winter quarter begins; oral evaluations
January 7  Winter classes begin
January 20  Martin Luther King Jr. Day (no classes)
February 28  Last day to withdraw from classes
March 1  Regular-Decision Deadline for 2020-2021 admission application

March 1  Deadline for 2020-2021 residence application

(Late applications may be considered.)
March 13  Last day of classes
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 19-20</td>
<td>Final exams</td>
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<tr>
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<tr>
<td>March 21-29</td>
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<td>June 11-12</td>
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## 2020-2021 Academic Calendar

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<tr>
<td>December 2</td>
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<tr>
<td>December 10-11</td>
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<tr>
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<td>January 18</td>
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