



GUTENBERG COLLEGE

2021-2022 CATALOG

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 ~



1883 University Street, Eugene, OR 97403

Telephone: 541-683-5141

Email: office@gutenberg.edu

gutenberg.edu

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Note: The masculine pronoun is used generically throughout this document.

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.

All degree-granting private postsecondary institutions offering academic programs in Oregon, or to Oregon students from outside the state, must be approved by the Higher Education Coordinating Commission (HECC) Office of Academic Policy and Authorization, Office of Degree Authorization (ODA).

- Direct inquiries concerning the standards or school compliance to the Office of Degree Authorization, 3225 25th Street SE, Salem, OR 97302.
- To submit a complaint, visit <https://www.oregon.gov/highered/institutions-programs/private/Pages/private-postsecondary-complaints.aspx> where you will be able to complete a complaint form and submit it to the ODA.
- For all matters pertaining to instate programs, call 503-947-5716 or email: info.pps@state.or.us.

Gutenberg College is authorized under federal law to enroll non-immigrant alien students.

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.

Gutenberg College exists 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 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 & Philosophy of Education

Part One: Mission

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.

Part Two: 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 harkens 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: (1) the development of sound learning skills, (2) the acquisition of a broad base of knowledge, and (3) the construction of a well-considered worldview grounded in wisdom.

Skill

Gutenberg seeks to develop in each student the skills of reading difficult material with understanding, writing clearly and persuasively, and thinking critically. 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 acquiring basic learning skills, students become lifelong learners who remain adaptable in a rapidly changing world.

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

Knowledge

Knowledge, of course, is a primary goal of any college education. At Gutenberg, knowledge is seen as the servant of understanding and 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. The human condition is extremely complex. Thus, knowledge and perspectives from a variety of domains—science, art, mathematics, economics, psychology, history, sociology—all work together to bring depth of understanding to the learner.

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. All humans have a worldview—that is, a perspective on the nature of reality and the meaning of life—and out of that worldview flow the choices that make a life, choices that affect vocation, relationships, and faith. Wisdom is knowing what kinds of choices are appropriate and how those choices may affect other areas of life. Fundamental to one's worldview is how one understands oneself, others, and God. If thought precedes action, then there is no more significant enterprise than thinking well.

All worldviews have at heart a concept of morality—that is, what is right and wrong, and what makes something right or wrong. Gutenberg exists for students who want to investigate these distinctions and who want to build a worldview oriented toward goodness. Such development does not come by imposing 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.

As discussed above, the goals of the liberal arts education at Gutenberg College are a sharpened set of learning skills, a broad base of knowledge, 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.

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.

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. Gutenberg faculty 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. Under the guidance of 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. Students are encouraged to dialogue critically with the texts they read, with their fellow students, and with their tutors.

Biblical Foundation Statement

This is a statement concerning the relationship between Gutenberg College and the biblical message. It is intended to clarify that relationship for Gutenberg personnel, students, and the public. All members of the board of governors, all faculty (except adjunct faculty), and all other Gutenberg employees and volunteers whose responsibilities entail setting policy for the college; overseeing the programs, departments, and offices of the college; and/or representing the college to oversight bodies are required to sign compliance to the Gutenberg College Biblical Foundation Statement. Gutenberg College does allow these individuals the freedom to disagree, in good conscience, with particular statements in Part Two, the Doctrinal Statement, subject to review as prescribed in Gutenberg's Policy Manual. We do not require that students agree with this Biblical Foundation Statement; they are only required to read the Statement so that they understand the college's perspective.

Part One: The Bible and Gutenberg College

The Bible is at the heart of everything we do at Gutenberg College. This is true in at least three important ways.

The Biblical Text

We believe two things about the written books of the Bible: 1) that everything they assert to be true is in fact true, and 2) that they communicate these truths through normal human language. Now, we are well aware of the complexities involved with interpreting the Bible and discovering its truths. The Bible communicates in many ways, through narrative, parables, visions, poetry, and so on. And we know that the philosophers have raised good points about how people's presuppositions, cultural influences, and desires can impact how they interpret a text, especially a complex text like the Bible. Nobody gets it all right. But we reject the spirit of skepticism that insists that we cannot make progress in knowing the truths that the biblical authors are communicating. Those authors clearly believed that what they had seen, what they had been told, what God had given them to understand, could be communicated in words, and that through those words people could learn and lives could be changed.

Your word is a lamp to my feet
And a light to my path. (Psalm 119:105)

All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness... (2 Timothy 3:16)

So Jesus was saying to those Jews who had believed Him, "If you continue in My word, then you are truly disciples of Mine; and you will know the truth, and the truth will make you free." (John 8:31)

Human language is not a perfect means of communication, but God gave us human language as the primary way to convey life-changing truths about God and His relationship to His fallen world.

This confidence that the words of the Bible can communicate truth has great implications for all the teaching at Gutenberg. Learning to be careful readers of difficult texts is one of our key

goals. Learning to read well by paying attention to context, the original language, historical background, and one's own biases applies not just to the Bible but to all texts. In all our reading at Gutenberg, and there is a lot of it, we seek to avoid both skepticism and arrogance. But the conviction that the truth is in the Bible, and that people have and will continue to make progress in understanding that truth, is central to everything we do.

The Biblical Worldview

We believe that in the Bible God has revealed the fundamental truths of human existence, the origins, purpose, and destiny of human beings. The Bible reveals these truths by telling of God's dealings with the Jewish people and His sending of Jesus, the Messiah. That story in its outline, as we understand it, is this:

God created all things and all peoples, and He called them to love their Creator and to love each other. Those people, however, fell into rebellion against God and selfish conflict with each other. God intervened in His creation to save it by calling the nation of Israel into existence, requiring repentant faithfulness of them, and giving them great promises with implications for all humanity. Israel failed to be faithful, and God sent them into exile and judgment. But His prophets made clear that God would intervene once more by sending the Messiah. That Messiah was Jesus. As the incarnation of God entering into His creation, Jesus brought God's salvation by a) being the High Priest to bring humanity to God, offering His own life as a sacrifice so that we could receive God's mercy, b) pouring out the Spirit to bring about spiritual restoration that only God can provide, c) being the greatest of all prophets, calling us to be His students and learn from Him, and d) being the King of the Kingdom of God, which one day will come in its fullness and rescue the world from sin, futility, and death. Once again, it is repentant faithfulness that God calls for, believing in and submitting to the Messiah, Jesus, which can only come about through the restoring work of the Spirit.

This story and its implications undergird everything we do at Gutenberg College. We study many writings besides the Bible: books of philosophy, history, theology, science, and so on. But we view the intellectual journey of Western culture in the light of the biblical story.

The Biblical Call to Individual Choice

We believe that a biblical faith must be the choice of each individual, made without manipulation or coercion from anyone else. Only the Spirit of God can bring about the needed spiritual transformations in the human heart. This belief fosters a delicate but constructive tension at the heart of Gutenberg life. On the one hand, we firmly believe that the Bible is true and that one's eternal destiny hinges on one's belief in the truth of the Bible. On the other hand, we firmly believe that we should not try to pressure or manipulate our students into making that choice. We want the discussions at Gutenberg to be marked by respect for the dignity of all participants, even as those participants believe strongly in the truth they are advocating for. It is not easy to marry strong convictions with respectful listening, but that is what we seek to accomplish.

We call on all involved at Gutenberg to respect the dignity of everyone else. For ourselves, we are committed to respecting each student, whether a student agrees with us on everything or not. For the students, we expect them to respect the place of the Bible in the Gutenberg project, whether they agree with us on everything or not.

Part Two: Doctrinal Statement

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 transcendentally 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 consequently 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 needs 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 at 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 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 Policy Manual to sign a Declaration of Compliance to the Gutenberg College Biblical Foundation Statement and this Ethics Statement may also be dismissed if, due to fundamental disagreements with either of these statements, they refuse to sign the Declaration of Compliance.

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 academic 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 schoolwork, 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.

ACADEMICS

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 on the discussion, in small groups, of these consequential works.

Degree Requirements

To receive a bachelor’s degree from Gutenberg College, students must fulfill the following requirements:

- Complete all required courses with a passing grade.
- Pass all 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.)

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.

Course Code	Course Title	Credits
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Western Civilization		Total Credits 37.5
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.		
WCIV 101	Ancient Civilization	6/6.5
WCIV 102	The Roman World	6/6.5
WCIV 103	The Middle Ages	6/6.5
WCIV 201	The Enlightenment	6/6.5
WCIV 202	The Modern Age	6/6.5
WCIV 203	The 21st Century	6/6.5

Great Conversation		Total Credits 35
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 to work on their senior theses, receive 5 (rather than 6) credits for spring term.		
GCON 301	Epistemology, Metaphysics, and Epics	6
GCON 302	Epistemology, Theology, and Medieval Lit	6
GCON 303	Theology and Literature	6/5
GCON 401	Ethics and Literature	6
GCON 402	Social Theories and Modern Literature	6
GCON 403	Social Theories and Modern Literature	6/5

Microexegesis		Total Credits 11
MXG 101, 102, 103	Aristotle	(3 qtrs x 1) 3
MXG 201, 202	New Testament	(2 qtrs x 1) 2
MXG 203	Poetry	1
MXG 301, 302, 303	Kierkegaard	(3 qtrs x 1) 3
MXG 401, 402, 403	Biblical Hermeneutics	(1 qtr x 1; 2 half-qtrs x .5)2
Foreign Language		Total Credits 36
GRK 101, 102, 103	Classical Greek 1	(3 qtrs x 3) 9
GRK 201, 202, 203	Classical Greek 2	(3 qtrs x 3) 9
GER 301, 302, 303	German 1	(3 qtrs x 3) 9
GER 401, 402, 403	German 2	(3 qtrs x 3) 9
Ancient Mathematics		Total Credits 9
MTH 101	Geometry	3
MTH 102	Geometry/Proportion Theory	3
MTH 103	Proportion Theory	3
Modern Mathematics		Total Credits 9
MTH 201	Algebra	3
MTH 202	Calculus	3
MTH 203	Logical Foundations	3
Science Seminars		Total Credits 14
SCI 201, 202, 203	Copernican Revolution	(3 qtrs x 2) 6
SCI 301	Darwinian Revolution	2
SCI 302	Population Dynamics	2
SCI 401	Relativity Theory	2
SCI 402	Quantum Mechanics Theory	2

Art Seminars/Practicum		Total Credits 8
ART 101	Music	2
ART 102	Making Art	2
ART 103	Defining Art	2
ART 401	Moving Images & Cinema	2
Contemporary Issues Seminar		Total Credits 2
SEM 301	Contemporary Issues	2
Writing		Total Credits 12
WRT 101, 102, 103	Writing 1	(3 qtrs x 2) 6
WRT 201, 202, 203	Writing 2	(3 qtrs x 1.5) 4.5
WRT 301, 302, 303	Writing 3	(3 qtrs x .5) 1.5
Senior Thesis		Total Credits 11
THES 301, 401, 402	Senior Thesis	(3 qtrs x 2) 6
THES 403	Senior Thesis	5
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).

Course Code	Course Title	Credits
ALA 101, 201, 301, 401	Applied Liberal Arts	(4 qtrs x 1) 4

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 a historical context about issues pertinent to their time and culture, much of what they espoused has profound relevance today. However, the Gutenberg College faculty are convinced 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. 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. Works are studied according to subject matter: epistemology and metaphysics, theology, ethics, and social theories. Each quarter also devotes several readings to a two-year survey of literature from ancient Greek through modern times. 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
- Thucydides
- 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

Great Books: Monday—Hesiod, *Works and Days*; Wednesday—Genesis 1-4.

Optional Background Readings:

- Kagan, *The Western Heritage*, Volume A, pp. 4-9
- 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* (in background book)
- 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

Great Books: Monday—Lucretius, *On the Nature of Things*, Books 1-2; Wednesday—Plutarch, *Lives*, Volume 1, “Nicias.”

Optional Background Reading:

- Tarnas, pp. 73-90
- *Encyclopedia of Philosophy*: “Hellenistic Thought,” pp. 467-469; “Epicurus,” Volume 3, pp. 3-5; “Stoicism,” Volume 8, pp. 19-22; “Skepticism,” Volume 7, pp. 449-452; “Pyrrho,” Volume 7, pp. 36-37; “Cynics,” Volume 2, pp. 284-285; “Pythagoras and Pythagoreanism,” Volume 7, pp. 37-39; “Lucretius,” Volume 5, pp. 99-101

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

Great Books: Monday—Pseudo-Dionysius, *Mystical Theology*, Chapters 1-5; *Cloud of Unknowing*, Chapters 3-14. Wednesday—Anselm of Canterbury, “Proslogion,” “Pro Insipiente,” “Reply to Gaunilo.”

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 despite 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 inscrutable 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 *Nicomachean 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 also 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) and 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 regarding these issues.

Writing

Writing plays a significant role in the Gutenberg curriculum. Besides being a very practical skill, 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)

Freshmen focus on the elementary principles of academic writing, such as structure and clarity, through a combination of tutorials and short papers. Paper topics will draw from the readings in 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 several short papers on topics of the 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 Gutenberg College students 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.

Grades for Completed Courses

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.

Grades for Dropped Courses

Withdrawals made by the first Friday of the quarter will not appear on the student’s transcript. The last day to withdraw from classes is three weeks before the last day of the quarter. (See the Academic Calendar at gutenberg.edu.) 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. ***These policies for dropped courses also apply to students who withdraw from the college.***

Grades for Incomplete Courses

If a student will not be able to complete course work by the end of the quarter, he must contact the tutor responsible for the class and request an incomplete grade (‘I’). Incompletes will only be granted in case of unusual circumstances. If the tutor believes the request is warranted, the student must initiate the incomplete process by completing an Incomplete Grade Request form. The academic dean will then review the student’s request to determine if it meets the “unusual circumstances” requirement. ***The incomplete process must be complete by Friday of exam week.*** All incompletes during an academic year must be completed by the first day of class the following academic year (fall quarter). If the student does not complete the class by the first day of fall quarter, the ‘I’ will remain on his transcript permanently without the credits counting toward his GPA, and the student must retake the entire class. The repeated class will appear as a separate class on his transcript. If a course is completed by the first day of fall quarter, there will be no additional tuition charged. If the course must be retaken, the student must register for the class and a fee will be charged. (An incomplete senior thesis is an exception. See below.)

Exception for Incomplete Senior Thesis

If a student 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 the 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 to receive a grade.

Grades for Repeated Courses

A student must pass all classes in order to graduate. If the student fails to pass a required course by the first day of class the following academic year (fall quarter), 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.)

Grades for Waived Language courses

Students for whom language courses have been waived because they have demonstrated proficiency will receive a “pass” for all quarters in which they would have taken the language classes. They will receive credits for the classes, but the ungraded classes will not be included in the grade point average on their transcripts.

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 academic dean. The academic 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

To communicate 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 difficult to catch up. 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 academic 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, 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 academic 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 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: “Progress-Toward-Degree Notice” and “Academic Probation.”

Progress-Toward-Degree Notice

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.

Academic Probation

If a student’s cumulative grade-point average drops below C+, he will be placed on probation as follows:

1. An academic advisory committee, consisting of two tutors, will be appointed.
2. 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.
3. The committee will compose a list of requirements the student must meet to continue in the college.
4. Students who fail to meet the requirements will be notified to leave the college.
5. 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.
6. The academic 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 for exception due to waived language requirement(s).)
- 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.

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 workload of the Gutenberg courses has been expressed in credits for several reasons, one of which is to aid students who wish to transfer credits to another college. (See “Core Curriculum” under 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:

Gutenberg Course	Course Equivalent	Percentage
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Year One & Year Two

Western Civilization (WCIV 101-203)	History	25%
	Art History	15%
	Philosophy	35%
	Literature	20%
	Political Science	5%
Microexegesis (MXG 101-203)	Philosophy	50%
	Theology	35%
	Poetry	15%

Year Three

Great Conversation (GCON 301-303)	History	25%
	Literature	25%
	Philosophy	25%
	Theology	25%
Microexegesis (MXG 301-303)	Philosophy	100%

Year Four

Great Conversation (GCON 401-403)	Literature	33%
	Social Science	33%
	Philosophy	33%
Microexegesis (MXG 401-403)	Theology	100%

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

Freshman students are required to attend an orientation held the week prior to the beginning of fall classes. Activities during Freshman Orientation are designed to orient students to the environment, the people, and the educational philosophy of Gutenberg College. Students will receive a review of the college's business and financial policies. Students will become acquainted with the faculty, their fellow students, and the Gutenberg College facilities.

ID Card

Entering students will have their picture taken during Freshman Orientation and will be issued a photo identification card. Care should be taken to keep possession of the ID card and not allow it to fall into the hands of others for misuse. A fee will be charged to replace a lost ID card.

Library

Students shall be trained in library services during Freshman Orientation.

Healthcare Referrals

Medical services referral lists shall be made available to entering freshmen during Freshman Orientation, and they shall be 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.

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 / Wednesday / Friday

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 (M, W) Western Civilization Summary Discussion (F)

Tuesday

8:30-9:50	Western Civilization Lecture
10:00-12:00	Art Seminar: Music
1:00-2:00	Writing Tutorial

Thursday

No classes

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 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.

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

Phone numbers: 541-346-3207; 800-654-2051

24/7 Emergencies: 503-764-4146

Email: geoinfo@uoregon.edu

Graduate Programs & Job Placement

Gutenberg's Bachelor of Arts degree in Liberal Arts provides outstanding preparation for graduate work in a wide variety of disciplines. The breadth and rigor of the program gives a solid grounding for all types of advanced scholarship. In graduate schools, especially among top-flight humanities programs, a great books education stands out as both unusual and valuable.

Gutenberg College graduates have been admitted to some of the finest master's and doctoral programs, including international programs. For a list of schools that have accepted Gutenberg students pursuing advanced degrees into their graduate programs, please see "Graduate School & A Liberal Arts Degree" under "Liberal Arts: Education for All Walks of Life" on Gutenberg's website, gutenberg.edu/academics.

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.

ADMISSIONS

Given its core curriculum, Gutenberg College admits all students as freshmen.

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 also does not discriminate based on 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.

Gutenberg welcomes all qualified applicants, including those who have not taken the traditional path to college—for example, homeschooled students, students without a traditional high school diploma or a GED certificate, and mature students who want to attend college early. These students may be considered ability-to-benefit students, meaning that they may not meet all of Gutenberg’s regular admissions criteria, but Gutenberg may admit them on a provisional basis and provide the opportunity and assistance for them to succeed. Such students must submit the results of an SAT, ACT, or CLT test. A campus visit and interview are especially important for these students, so that Gutenberg can assess their college readiness.

Please contact Admissions (office@gutenberg.edu; 541.683.5141) with any questions you have about Gutenberg.

Applicant Profile

Gutenberg College students have the courage to question their assumptions, the discipline to follow truth wherever it leads, and the fortitude to show kindness to others in the process.

Students for whom Gutenberg College is a good fit exhibit a willingness to work hard; a disposition to work cooperatively with others in learning; an interest in reading complex works and discussing them; intellectual curiosity; a desire to build a worldview oriented toward goodness; the determination to complete a task; and the inclination to enjoy the mental process of seeking answers to important and difficult questions.

The student must be sufficiently mature to be able to 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 a Gutenberg College education.

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

A personal visit is the best way for anyone to understand what Gutenberg College offers. Because the educational experience Gutenberg College gives its students is complex, 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 its components. Clearly, God has established at Gutenberg a unique ethos 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. A few times each year, Gutenberg offers Preview Days, where students who are considering Gutenberg can meet Gutenberg tutors and students, discuss works by great thinkers, fellowship during meals, and learn how to become a Gutenberg student. A supervised, on-campus, overnight experience is also an option for Preview Days visitors. These events are free, but participants must register in advance to attend. Visit our website, gutenberg.edu/preview, for more information and to register.

If you are not able to attend Preview Days, please contact Admissions (541.683.5141; office@gutenberg.edu) to arrange a visit. 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 <https://gutenberg.edu/get-involved/visit/> on our website.

Staying at Gutenberg

Prospective students wishing to spend a night or two on campus should contact Admissions: 541.683.5141; office@gutenberg.edu. Opportunities may be possible if space allows. An overnight visit can give interested students a better sense of the community life at Gutenberg College.

Admissions Requirements & Application

Admission decisions rely heavily on the student's written application, essays, and interview. Applicants to Gutenberg College will receive an admission decision within three weeks of each application deadline. The Admissions Committee reserves the right to delay an admission decision if additional materials or grades are deemed necessary.

Application Deadlines & Fees

Gutenberg has three deadlines for admission applications: early, regular, and late. (Also see student housing deadlines under Residence Program in the Student Life & Housing section and financial aid deadlines in the Financial Aid section.)

Early Decision: January 1. The application and additional materials are due by December 1. The non-refundable application fee (submitted with application) is \$25.00.

Regular Decision: March 1. The application and additional materials are due by March 1. The non-refundable application fee (submitted with application) is \$40.00.

Late Decision: August 15. The application and additional materials are due by August 1. The non-refundable application fee (submitted with application) is \$60.00.

Completing the Application

Applicants must complete the Application for Admission online at gutenberg.edu/admissions. A complete application includes the following:

- A completed Application for Admission (online at gutenberg.edu/admissions)
- Two written essays
- Two completed recommendation forms: an academic recommendation form and a character recommendation form
- SAT, ACT, or CLT test scores
- High school transcript
- Copy of high-school diploma or G.E.D. certificate and written description of course of study
- College transcripts (if pertinent)
- Interview
- Application fee

Additional requirements for International Students:

- Student Visa and Form I-20
- Evidence of Sufficient Financial Resources
- English Language Requirement (TOEFL and TWE Test Scores)

Essays

The prospective student should take great care in writing the required essays. They should represent the student's best effort.

Recommendations

Gutenberg College requires that two recommendation forms be completed: one recommendation form from someone who knows that the applicant's academic capabilities are commensurate with Gutenberg's demanding curriculum and another recommendation form 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. These forms are emailed to recommenders at the request of the applicant from within the applicant's online Admissions Application.

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). Test scores should be sent to Gutenberg College. Gutenberg College's **SAT code is 2605**. Gutenberg College's **ACT code is 5024**. For more information about these tests or to register, go to the following websites: collegeboard.com; act.org; cltexam.com.

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

*Applicants to Gutenberg College who have successfully completed 20 semester hours or 30 quarter hours of college credits with a minimum GPA of 2.0 by the date of enrollment may be exempt from submitting SAT/ACT/CLT test scores.

International Students

Gutenberg College has welcomed international students since its founding. International students find a welcoming atmosphere, an academic experience grounded in reading and discussion, and an encounter with American cultural and social life. Gutenberg College is authorized under federal law to enroll non-immigrant alien students. Gutenberg has graduated students from the Republic of Moldova, Argentina, Canada, and Lithuania. An interview is required.

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. The student completes the Admissions Application.
2. If accepted, Gutenberg will issue an official letter of acceptance to the student.
3. The student provides Gutenberg College with financial documentation that proves the student has sufficient resources to live in the U.S. without a job for one academic year.
4. If the student's financial documents show that the student has sufficient funds, Gutenberg College can issue the Form I-20 to the student.
5. After receiving Form I-20 from Gutenberg College, the student may then apply for the F-1 Student Visa at the 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 the 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, an applicant 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.

Scholarships for international students can be found at <https://www.internationalscholarships.com/>

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 may 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.

Homeschooled Students

For many families, homeschooling represents a decision to educate in a way that is both outside-the-box and grounded in what really matters. Several of Gutenberg's founders and current faculty have homeschooled their children and recognize the benefits of this approach. We have found that many students who come to Gutenberg with homeschool backgrounds thrive and excel in our program. We welcome homeschooled students as warmly as those who come to us from campus-based schools.

Regardless of background, all applicants are held to the same high standards of academic readiness. There are, however, a few slight differences in the application process for homeschooled students. Those with questions are welcome to contact Admissions: 541.683.5141; office@gutenberg.edu.

Transcript

A homeschooled student's course of study must be documented 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)

Homeschooled students who aspire to take on a Gutenberg education will be well served by studying history, philosophy, literature, foreign language, writing, science, mathematics, and art.

Test Scores

Homeschooled students without a traditional high school diploma or a GED certificate will be required to achieve minimum test scores to be eligible for admission. (See “SAT, ACT, or CLT Test Score” under Admissions Requirements & Application.)

Recommendations

Gutenberg’s Application for Admission requests two recommendation. The same recommendations are expected from homeschooled students.

Transfer Students

Gutenberg’s curriculum is unique in that all students take every course. Most of the courses differ in style and content from those offered at other colleges. Therefore, Gutenberg rarely waives course requirements and admits all students as freshmen.

However, transfer students with previous education or training that they believe duplicates some of the curriculum at Gutenberg College may, before admission, petition the college to evaluate their previous education or training and grant appropriate credit or waiver for that previous education or training. The academic dean is responsible for evaluating transfer of credit. He will consider the student’s petition and determine what, if any, requirements may be waived or appropriate credit granted. The college will notify the student promptly of that determination.

No tuition adjustments will be made for waived requirements.

Correspondence to New Students

Acceptance Notification

When Gutenberg College accepts an applicant for admission, the Admissions Office will send the applicant an acceptance letter and a Letter of Intent to complete and return to Gutenberg. (See Matriculation Requirements below.)

The admissions administrator will send a note to ability-to-benefit applicants 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 the Letter of Intent, the admissions administrator will send the student the following:

- A new-student enrollment letter
- A tuition and fees schedule
- Gutenberg's refund policy

New Student Packet 2

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

- A welcome letter that includes a list of four returning students that new students may contact with questions
- A Code of Student Conduct Agreement
- A Health History form
- A Certification of Measles Immunization form (with religious or medical exemption options)
- 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 it.

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 the Tuition & Fees section.)

3. Sign Code of Student Conduct Agreement.

The Code of Student 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.

Part-Time Attendance & Auditing

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 Academics 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 complete an Application to Audit/Attend for Credit on Gutenberg's website, gutenberg.edu/admissions **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.

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 academic dean for permission and special arrangements.

Limitations for Non-Degree Students

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.

Senior Thesis Classes

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

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. In addition, there is a charge for books. (See “Cost per Class for Part-Time Attendance & Auditing” in the Tuition & Fees section.)

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 academic dean to state his reasons for withdrawing. Withdrawing during a quarter will affect the student's transcript, and it does not release the student from any financial obligations between the school and the student.

Regarding transcripts, see “Grades: Course Deviations: Dropped Courses” under Evaluating Academic Progress in the Academics section. Also see Transcripts in the Student Records & Right to Privacy section for information on requesting a transcript from Gutenberg College.

Regarding financial obligations, see “Refund Policy” in the Tuition & Fees section.

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 a student will be accepted and what requirements the student must meet for readmission. Contact the admissions administrator.

TUITION & FEES

Gutenberg does not want to burden its graduates with heavy student-debt. We are strongly committed to being affordable. (See the Financial Aid section.)

Estimated Costs Per Year of Four-Year Degree Program

Tuition		\$14,000.00*
Room and Board		\$5,000.00
Personal Expenses		\$500.00
Transportation		\$500.00
Total before Books and Fees		\$20,000.00
Books and Fees	Years 1 & 2	\$650.00
	Year 3	\$500.00
	Year 4	\$450.00
Total after Books and Fees	Years 1 & 2	\$20,650.00
	Year 3	\$20,500.00
	Year 4	\$20,450.00

*No tuition adjustments will be made for waived requirements.

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 & 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 "Core Curriculum" under Course Requirements in the Admissions section.) 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 \$400 per credit-hour. For example, the tuition for one quarter of the six-credit-hour Western Civilization class would be \$1500 if audited and \$2400 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. (See 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 & Fee Payment

Each quarter's tuition and fees are due the first day of the quarter. There is 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. Students who withdraw from the program before the fifth week of the quarter must submit a written request for a refund to the chief financial officer. Withdrawing during a quarter does not release students from any alternative tuition payments agreed upon between the school and the students.

Tuition will be refunded according to the schedule listed below, except for 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. If the student is entitled to a refund, then the Gutenberg College bookkeeper will first apply that refund to any outstanding Gutenberg College loans and notify the student of when his next payment is due.

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

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.org.

Oregon students may explore over 600 privately funded scholarships and apply for up to 40 with just one application, and there is no cost to apply. Students must apply online at OregonStudentAid.gov and submit a completed OSAC scholarship application and all other required materials by March 1 at 5:00 p.m. Scholarship funds are available for graduating high school seniors, college undergraduate and graduate students, GED® and homeschooled students, community college and vocational school students, single parents returning to school, and more. Details on all available scholarships can be found in the OSAC Scholarship Catalog at OregonStudentAid.gov/Catalog.

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 on Gutenberg's website, gutenberg.edu/tuition-aid/financial-aid.

New Students

Financial aid deadlines for new students correspond to the early, regular, and late admission application deadlines:

- The early Financial Aid Application is due December 1.
Financial aid responses will be sent on December 14.
- The regular Financial Aid Application is due by March 1.
Financial aid responses will be sent on April 1.
- The late Financial Aid Application is due by August 1.
Financial aid responses will be sent on August 15.

Returning Students

Returning students must also complete the online Financial Aid Application, which is due by March 1. Financial aid responses will be sent on April 1.

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. To apply for loans and need-based grants, complete the Financial Aid Application on Gutenberg's website, gutenberg.edu/tuition-aid/financial-aid.

Gutenberg Loan (0% interest)

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.

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, complete the Financial Aid Application on Gutenberg's website, gutenberg.edu/tuition-aid/financial-aid.

Partner Grants

Gutenberg provides another source of aid through grants for qualifying students of Gutenberg partners. These grants are in addition to other financial aid Gutenberg might provide. To apply for the grants, complete the Financial Aid Application on Gutenberg's website, gutenberg.edu/tuition-aid/financial-aid.

The grants listed below will be renewed automatically 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 Code of Student Conduct are not eligible for automatic renewal.

Association of Classical Christian Schools Scholars Grant

The Association of Classical Christian Schools (ACCS) Scholars Grant is available to students who have graduated from an ACCS accredited high school. Students interested in applying for an ACCS Scholars 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 an ACCS accredited high school to be eligible for a four-year renewable \$2,000 grant.

To be considered for an ACCS Scholars Grant, submit with your Financial Aid Application:

- A letter of recommendation from a teacher or administrator from your high school.
- A 500-word essay explaining how your experience in your ACCS school has affected your worldview and your understanding of Christianity.

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 Financial Aid 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.

Kepler Grant

The Kepler Grant is available to students who have completed Kepler coursework or who have completed the Kepler diploma track. Students interested in applying for a Kepler 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 Kepler coursework to be eligible for a four-year, renewable* grant.

Those who have completed at least 3 credits with Kepler are eligible for a \$1000, four-year, renewable grant. Those who have completed 6 or more credits and the Kepler diploma track are eligible for a \$2000, four-year, renewable grant.

To be considered for a Kepler Grant, submit with your application:

- A letter of recommendation from a Kepler instructor.

- A 500-word essay explaining how your experience in the Kepler program has affected your worldview and your understanding of Christianity.

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 (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 Financial Aid 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.

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 Financial Aid 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.

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 Financial Aide 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).

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 Financial 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.

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.

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.

Student Records

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.

Public Information

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.

Student Images (Photographs)

Students will be photographed during their time at Gutenberg. These photographs include ID photos, freshman- and senior-class photos, classroom photos, event photos, and general photos of student life at Gutenberg. Gutenberg may publish these photos in various publications (for example, Gutenberg's quarterly newsletter, handbooks, catalog, and brochures about the college) and/or on social media (Facebook, Instagram) representing the college. Any student who does not wish to appear in published photographs should inform the office; and, as a courtesy, the student should inform the photographer and remove himself or herself from the area *before* the photograph is taken.

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 or mail the form to the Gutenberg College office with further instructions.

Mailed forms should be addressed to the registrar.

- **Mailing address:**
Registrar
Gutenberg College
1883 University Street
Eugene, OR 97403

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. Contact the registrar at Gutenberg College.

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 mail or in person at the Gutenberg office. 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.

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.

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.

Residence Program

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. See the Resident Handbook at gutenberg.edu/student-life/residence-program for more information about the Residence Program.

Meals Program

As part of the Residence Program, evening meals are served family-style at 6:00 p.m. 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 to eat a nutritious dinner, to converse, and to build relationships. It plays a vital part in community life. 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:

- Residents' retreat (annually in September);
- House meetings (quarterly);
- Meals Program (minimum attendance of three nights a week);
- Chores, including one kitchen clean-up (approximately two hours per week of work inside or outside the residence);
- Workdays (quarterly, 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 how to use technology or whether to enter a dating relationship with someone, 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 \$3881 to \$4808 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, including Internet;
- Household supplies (light bulbs, toilet paper, etc.);
- Shared use of the common resident areas.

Reserving a Room. New students accepted into the Residence Program reserve their room by paying a \$400 reservation fee. This payment is nonrefundable, but it is applied to the fees due when the resident moves in.

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, although preference is given to Gutenberg College students. Applicants for whom no room is available are placed on a

waiting list. 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. It is available online at gutenberg.edu/student-life/residence-program.
- (2) After reading the Resident Handbook, applicants should complete the Application for Residence online at gutenberg.edu/student-life/residence-program. 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.
- (3) A \$20 application fee is required when applying for residence, and applicants will be asked to pay the fee online. (The application fee is waived for students also applying to Gutenberg's undergraduate program.)
- (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

Counseling Services

Gutenberg College does not have a counseling office. Tutors are available for consultation with respect to academic and career issues. Tutors, the student services administrator, and the Residence Program manager(s) are also available to help students with personal issues; they 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, the student services administrator will provide a list of medical service providers 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.

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. The primary library for student use is the University of Oregon Library, which allows public use and is located within walking distance of campus. The University of Oregon's six libraries house more than 2.8 million books. Students also have access to the library collections of the Eugene Public Library, the Springfield Public Library.

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 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 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. 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 schoolwork, 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.

Disciplinary Process

Anyone may call student misconduct to the academic dean's attention, and any allegation of misconduct that the academic dean deems worthy of investigation will be pursued. The academic dean will initiate an inquiry to establish the truth or falsity of allegations of misconduct. If, after the inquiry, the academic dean believes that the student has acted in such a way that discipline is in order, the academic dean will appoint a Disciplinary Committee. The Disciplinary Committee will include the president, the academic 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 academic 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 academic dean will designate a time for the student to appear before the Disciplinary Committee. The academic 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 academic 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 academic 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 academic dean and one named by the student.

More Serious Misconduct

Where possibility of suspension, expulsion, or restitution over \$500 does exist, the academic 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 academic dean asking for an opportunity to come before the academic 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 academic 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.

Student Grievances/Complaints

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 academic dean and two tutors will review each petition and determine what action, if any, should be taken.

See how to file a complaint with the State of Oregon or TRACS (Gutenberg's accrediting agency) in "Authorization" and "Accreditation" in the About Gutenberg section.

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

Student Concerns

Students are given an opportunity to voice opinions, feedback, and concerns about all aspects of their college experience through Student Evaluation Interviews (focus groups). Student focus groups are conducted at the end of the quarter by a faculty or staff member. The frequency of interviews and number of students in the interview is set to allow students to participate two or three times during their four years. After the interview is done, students are encouraged to add any further comments in a one-on-one setting or in writing.

Married Students

Both being married and being a student at Gutenberg are 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 & 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 & 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 (525 Willamette Street), Barnes and Noble (Valley River Center), and other bookstores in the area.

City of Eugene & 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 Gutenberg students have enjoyed 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 2008 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 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 (CCS) takes an individualized, one-on-one approach to helping persons in poverty become better able to support themselves and their families. CCS 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 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**, <http://hope-ranch-ministries.com/about-us/mission-and-vision-statements/>
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**, <http://www.hoseayouth.org/>
Hosea Youth Services exists to provide youth an alternative to chronic homelessness and unemployment.
- **Jubilee Jail and Prison Ministry**, <http://jubileejail.org/>
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 and an eternal pardon available through a personal relationship with our risen Lord, Jesus Christ.
- **Love, Inc., Central Lane County**, <http://www.loveincclc.org/index.html>
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**, <http://www.svdpc.org/about-us/mission-history/>
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 today.

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.

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 members of the board of governors, all faculty (except adjunct faculty), and all other Gutenberg employees and volunteers whose responsibilities entail setting policy for the college; overseeing the programs, departments, and offices of the college; and/or representing the college to oversight bodies 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

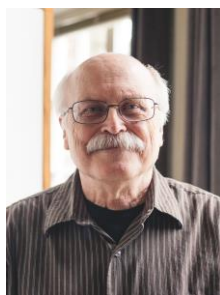
Education is a lifelong pursuit. The tutors of Gutenberg College do not view themselves as people who have mastered the art of learning, but as more advanced students who can give helpful direction to those who are as yet less skilled. Gutenberg tutors feel fortunate to have a forum in which they can 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.

Gutenberg is a small college, and so its faculty hold administrative positions in addition to their teaching duties, but they are available to students full-time. 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.



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, Academic Dean

- 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
 - Tutor, Gutenberg College, 1994-present
-



Eliot Grasso, Vice President

- 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
- Tutor, Gutenberg College, 2012-present



Brian Julian

- Ph.D., Philosophy; Boston University, 2015
- B.A., Liberal Arts; Gutenberg College, 2004
- Tutor, Gutenberg College, 2021-present



Naomi Rinehold

- Ph.D., Philosophy; University of Tennessee, 2019
- M.A., Philosophy, University of Tennessee, 2018
- B.A., Philosophy; University of Oregon, 2012
- B.A., History; Campbellsville University, 2000
- Tutor, Gutenberg College, 2021-present



Nancy Scott

- M.A., Marriage and Family Therapy, Northwest Christian College, 1998
 - M.S., Biology, New Mexico Highlands University, 1982
 - B.S., Zoology, Louisiana State University, 1980
 - Tutor, Gutenberg College, 2004-2009, 2021-present
-



Chris Swanson, President of Gutenberg College

- 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
- Tutor, Gutenberg College, 1994-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: Eliot Grasso, Ph.D., University of Oregon
- Academic Dean: Thomas (Charley) Dewberry, Ph.D., University of Oregon
- Chief Financial Officer: Mark Braisher, D.Min., Midwestern Baptist Theological Seminary
- Admissions Administrator: Eliot Grasso, Ph.D., University of Oregon
- Financial Aid Administrator: Chris Swanson, Ph.D., University of Oregon
- Student Services Administrator: Naomi Rinehold, Ph.D., University of Tennessee

Board of Governors

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, Veritas Scholars Academy, 2010–present (Lancaster, Pennsylvania); Retired Science/Mathematics Teacher, Colton High School, 1989–2020 (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: Director, Waterloo School (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



John Hemmerich

- J.D, Liberty University School of Law, 2009
- B.A., Liberal Arts, Gutenberg College, 2005
- Currently: Practices law at Myatt & Bell P.C. Studying for an M.A. in Biblical Theological Studies, Western Seminary.



Paul Pindell

- MBA, Northwest Christian University, 2009
- B.A., Greek, Minor in Philosophy; University of Oregon, 1992
- Currently: Principal Architect, 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



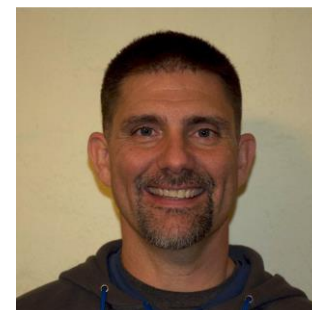
Beth Sheehan

- M.S., Health Education; University of Oregon, 1991
- B.S., Health Education; University of Oregon, 1987
- Currently: Fundraising and Development Consultant; Director of Philanthropy for the Eugene Mission



Andy Truitt

- B.S., Management; United States Air Force Academy, 1993
- Currently: Director, Interns and Outdoor Leadership, at Spring Canyon, a retreat and conference center owned and run by Officers' Christian Fellowship



ACADEMIC CALENDAR

The academic calendar contains the major dates and deadlines students and prospective students need to know. To see academic calendars for 2022-2023 and 2023-2024, visit gutenberg.edu.

2021-2022 Academic Calendar

September 22-24	Freshman Orientation
September 27	Fall quarter begins ; classes begin
November 19	Last day to withdraw from classes
November 25-26	Thanksgiving recess (no classes)
December 1	Early-Decision Deadline for 2022-2023 admission application
December 1	Early Financial Aid Application due
December 1	Last day of classes
December 9-10	Final exams
December 10	Fall quarter ends
December 11–January 2	Christmas recess (no classes)
January 2	Winter quarter begins ; oral evaluations
January 3	Winter classes begin
January 17	Martin Luther King Jr. Day (no classes)
February 25	Last day to withdraw from classes
March 1	Regular-Decision Deadline for 2022-2023 admission application
March 1	Regular Financial Aid Application due
March 1	Financial Aid deadline for returning students
March 1	Deadline for 2022-2023 residence application (Late applications may be considered.)
March 9	Last day of classes
March 17-18	Final exams
March 18	Winter quarter ends
March 19-27	Spring recess (no classes)
March 28	Spring quarter begins ; oral evaluations
March 29	Spring classes begin
April 18	Easter recess (no classes)
May 20	Last day to withdraw from classes
May 30	Memorial Day observed (no classes)

June 1	Last day of classes
June 9-10	Final exams
June 10	Graduation
June 10	Spring quarter ends
August 1	Late-Decision Deadline for 2022-2023 admission application
August 1	Late Financial Aid Application due