



# GUTENBERG COLLEGE

## Student Handbook



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**Note:**

- (1) The masculine pronoun is used generically throughout this document.
- (2) This handbook is based on Gutenberg College’s Rules and Procedures. All provisions in that document take precedence over anything stated in this handbook.

**Gutenberg’s Authorization to Grant Degrees**

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**, following a determination that state academic standards will be satisfied under OAR 583-030. Direct inquiries concerning the standards or school compliance to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401. Gutenberg College is authorized under federal law to enroll nonimmigrant alien students. Gutenberg College’s degree program leading to the Bachelor of Arts in Liberal Arts is approved for students receiving veteran’s benefits.

**Gutenberg’s Accreditation Status**

Gutenberg College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [PO Box 328, Forest, VA 24551; telephone: 434-525-9539; email: info@tracs.org], having been awarded Accredited status as a Category II institution by the TRACS Accreditation Commission on November 3, 2009. This status is effective for a period of five 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).

## **WELCOME TO GUTENBERG COLLEGE**

As a student you are an important part of the Gutenberg family, and we are pleased to have you with us. The student body of Gutenberg College is small, and therefore every student plays a key role in the life of the college. The faculty feel a great sense of responsibility toward you, and we ask you to be diligent and responsible. At Gutenberg College education is a cooperative enterprise; students and faculty seek to learn and to help each other learn. The faculty and staff of Gutenberg College are committed to making your educational experience as valuable and meaningful as possible. We are very pleased to have you as part of our community.

This handbook is designed to help you with the “nuts and bolts” of being a student at Gutenberg College. You will find more resources and information about the college on its website: [www.gutenberg.edu](http://www.gutenberg.edu).

### **Freshman Orientation Week**

The first week of the freshman year—the week prior to the beginning of fall classes—has been designed to prepare students for the months ahead. Activities during the week are designed to orient students to the environment, the people, and the educational philosophy of Gutenberg College. Students will become acquainted with the faculty, their fellow students, the Gutenberg College facilities, and the University of Oregon campus. In addition, faculty will present important foundational material. Students will discuss the nature of art, literature, philosophy, history, and science; and they will receive some preliminary instruction in reading and writing. Attending freshman orientation is required.

### **Institutional Directory**

At the beginning of each school year, every student will be given an Institutional Directory that includes contact information for members of the board of governors, staff, faculty, students, and residents of Gutenberg College.

### **Academic Calendar**

A current Academic Calendar is published on the Gutenberg College website, [www.gutenberg.edu](http://www.gutenberg.edu). Start and end dates for each term, administrative deadlines, financial aid deadlines, vacations, and other important dates are included there for your information.

### **Gutenberg College Faculty**

Faculty members are called “tutors” at Gutenberg College. They believe that education is a lifelong pursuit and thus 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 hopes will infect Gutenberg College and those who come in contact with it.

Tutors welcome interaction with students. The Institutional Directory provides contact information for every tutor.

## **SECTION ONE: INTRODUCTION**

### **1. 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.

### **2. Gutenberg College's Mission Statement**

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

### **3. Biblical Foundation Statement**

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

Students at Gutenberg College are not required to agree with the Gutenberg College Biblical Foundation Statement. They are required, however, to read it. When applying to Gutenberg College, every student must acknowledge having read the Biblical Foundation Statement by signing a statement on the Application for Admission. The statement is included in this Student Handbook. (See Section 7, Biblical Foundation Statement.)

### **4. The Goal of Education at Gutenberg College**

Education is the means by which an older generation passes to a younger generation the art of living well. Therefore any education worthy of the name must focus on the issues central to human existence: "Where did I come from? Why am I here? Is there a God? Who is He?" In the absence of firm answers to such questions, a person is like a rudderless ship adrift on an endless sea, a ship at the mercy of every shifting wind. The key to a meaningful and productive life is certain knowledge of the purpose of human existence. This alone provides direction and bearings for negotiating the sometimes dangerous waters life presents.

Once one has resolved the purpose of human existence, one can begin to address the issue of how one ought to live in light of that purpose. Life constantly presents us with choices and decisions we must make. This requires a sound understanding of what is valuable and beneficial with respect to our reason for being. The ability to make choices that consistently line up with right values is wisdom. This ability to make wise choices is an art learned like any other art—from a combination of personal experience and the benefit of the wisdom and experience of

others. One who has become skilled in the art of living wisely is said to be mature. Maturity, then, is the proper goal of education.

It is possible to become older without becoming wiser. To benefit from one's experiences, one must become a student of how life works. What brings fulfillment and what does not? What are appropriate means for attaining goals and what are not? What strategies work and which ones fail? These questions need to be asked in every sphere of human activity. So, for example, one needs to start early observing what constitutes a good marriage and asking how one accomplishes it. Or one might ask, "What is the value of wealth and how ought it be used?" Life is more complicated than one can sort out in one short lifetime. This underscores the need to draw upon the reflections of others and their observations about life and reality.

In order to make use of the wisdom and experience of others, one must develop the ability to understand and critically assess what they have to say. In other words, one must become a good listener (or good reader, for they are one and the same) and a careful thinker, capable of sifting out that which is wise from that which is not. One needs these basic skills in order to profit from the words of others. Thus the acquisition of sound learning skills is crucial to education.

The prudent person, who wants to make sense of life, applies these learning skills to all the fields of human knowledge. Since truth is a consistent, coherent unity, wisdom in many different disciplines contributes to a person's understanding of what it means to be human. The biologist, philosopher, artist, economist, and psychologist all have different things to say about the human condition. One can benefit by gleaning from all of these fields. A broad-based education that sufficiently acquaints a student with the whole range of human knowledge permits the student to explore any given field at greater depth, and thus it serves him well.

The Gutenberg College curriculum is designed to promote maturity. It provides a broad-based liberal arts education that focuses on the development of reading, writing, and thinking skills, and it introduces information about all major fields of inquiry—all this in an environment that encourages students to think carefully about their worldview.

A healthy educational environment is not coercive. Teachers must grant students the freedom to reach their own conclusions. However, respect for the seriousness of life's issues demands that tutors be advocates of what they believe to be true. The tutors at Gutenberg College are Protestant Christians who take the Bible very seriously, believing it to be the inspired and inerrant word of God. While respecting the students' need to reach their own independent conclusions, the tutors are not reticent to proclaim and defend a biblical worldview.

In the minds of most moderns, career training is the primary, if not the only, goal of education. At Gutenberg College, preparation for the workplace is but a by-product of education, albeit an important one. By training students to become skillful learners and by encouraging them to become mature people, we are also preparing them to be good citizens and versatile, productive employees. They will have the learning skills to adapt quickly to changing needs, and they will be able to work cooperatively with others. Any wise employer will readily see the value of these qualities.

Our goal is to develop Gutenberg College into the best educational institution it can be. The tutors regularly discuss ways to improve the curriculum and administration. Students are encouraged to make their suggestions on improving curriculum or instruction known to the dean

and to the tutors, who will consider their suggestions when changes are being made in the curriculum or instruction. Students also participate in a more formal assessment of the college.

### **5. Student Assessment of the College**

In order to continue improving all aspects of Gutenberg College, the faculty and administration solicit student feedback. It is hoped that students will give their thoughtful and candid comments to help the college in its self-assessment. The process consists of two parts: a written evaluation and an interview. The written evaluation is a form that covers a wide range of issues but is easily completed. The form precedes the interview, which lasts about one-and-a-half hours and is conducted in small groups by one of the staff of the college. A few students from the group may then be selected for additional individual interviews. Interviews will be conducted quarterly, near the end of the quarter. Students should expect to be selected for an interview from one to three times during their residence at the college. Students who wish to provide input beyond the evaluation form or the interview are welcome to submit their comments in writing at any time.

All information obtained in this evaluation process will be held confidential until after the term during which it was collected. After that time, the information will be available for college internal use only. Student anonymity will be maintained with respect to both the oral interviews and written surveys.

## **SECTION TWO: ACADEMIC PROGRAM**

Gutenberg College is a liberal arts college in the “Great Books” tradition. Its curriculum centers on reading and discussing those writings that have been most significant in the formation of Western culture. The Gutenberg College Academic Program and student requirements are described in full on the Gutenberg College website and in the Gutenberg College Catalog, which is published biennially.

This section of the Student Handbook describes student requirements within the academic program, how performance will be evaluated, and some non-academic aspects of the program.

### **1. Student Status**

#### **1.1. Degree-Bound**

Students who have been accepted into the four-year degree program are degree-bound students.

- (1) Students taking no less than 12 credits are considered full-time students.
  - (a) 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.
- (2) Students taking less than 12 credits are considered part-time students.

#### **1.2. Non-Degree Bound**

Students taking courses but who have not been accepted into the four-year degree program are non-degree bound students.

#### **1.3. Not-Active**

Any student who is no longer taking classes but is not yet degreed is considered to be a not-active student.

### **2. Degree Requirements**

At Gutenberg College, all students take the same courses. There are no majors and no electives, although optional courses are occasionally offered. All students must successfully complete every required course in order to graduate. The total number of credits required for graduation is 182.5. (Courses are described on the Gutenberg College website and in the Gutenberg College Catalog.)

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

- (1) Complete all of the required courses with a passing grade;
- (2) Pass all of the qualifying exams;
- (3) Earn a cumulative grade-point average of 2.3 (C+) or higher;

- (4) 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.

### **3. 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 tutors at Gutenberg College feel a responsibility to help each and every Gutenberg student to attain this goal.

Because of the cumulative nature of the curriculum and the full-time commitment it requires, students will find it difficult 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 students' best interest to maintain good academic standing throughout their tenure.

#### **3.1. Definition of "Good Standing"**

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

- (1) Student is taking 12 credits or more during the current or most recent quarter.
  - (a) See "Student Status" above for exception due to waived language requirement(s).
- (2) Student has a grade-point average of 2.3 or better.
- (3) Student is regularly attending classes. (A student who has five or more consecutive unexcused absences is no longer regularly attending.)
- (4) Student is up-to-date with payments to the business office or has an approved plan for payment.

#### **3.2. Progress-Toward-Degree Notice**

- (1) To ensure that students are prepared for each portion of the curriculum, students will be informed at the end of spring quarter each year as to what requirements toward a degree they have failed to meet at that point in the curriculum.

#### **3.3. Academic Probation**

If a student's cumulative grade-point average drops below 2.3 (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 considered not in good standing and 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 dean and one tutor of the student's choice will make the review.

### **3.4. Academic Standing of Veterans**

Veterans' benefits are dependent on veteran students maintaining their academic standing. Failure to do so may result in a loss of benefits.

## **4. Evaluating Academic Progress**

### **4.1. 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 will be compiled and then sent to each student after the conclusion of each quarter. An official transcript is kept in each student's file in the business office, and a student may request to see his records at any reasonable time.

#### **4.1.1 Academic Grades**

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

#### **4.1.2 Grades for Incompleted, Repeated, and Dropped Courses**

(See "Dropped Courses," "Incompleted Courses," and "Repeated Courses" under "Course Deviations.")

### **4.1.3 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. (See “Attendance” below.)

### **4.1.4 Diligence Grades**

Along with an academic letter grade, students receive diligence grades (1-5) for each course. Letter grades are awarded on the traditional basis of academic scholarship; diligence grades are Gutenberg College’s way of assessing effort. Diligence grades are posted on the quarterly report card, but they do not appear on the student’s transcript. Gutenberg College uses the following grade schedule: 5–outstanding; 4–average; 3–wanting; 2–poor; 1–negligent.

Gutenberg College uses the diligence grades to adjust its need-based grants to students. (See “Financial Aid” in the Business Affairs section.)

### **4.1.5 Challenging Grades**

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

## **4.2. Oral Evaluations**

For the purpose of communicating student progress, Gutenberg College relies on what the faculty considers a better, more valuable form of evaluation than grades. Three times during the first two years each student will meet with a group of tutors to discuss the student’s strengths and weaknesses, and together they will work out a strategy for addressing any weaknesses. These evaluations, held at the beginning of winter and spring quarters the first year and winter quarter the second year, are intended to be constructive sessions that will encourage the student to do his best work. During the last two years, meetings with tutors are arranged based on the needs of the student.

## **4.3. Progress Reports for Freshmen**

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

### **4.3.1 Faculty Advisors**

In order to facilitate the tracking of student progress, a faculty advisor will be assigned to each student. If a student is falling behind in any class, the faculty advisor will appoint an

academic advisory committee consisting of two tutors to meet with the student to determine the nature of the problem and find ways to address it.

#### **4.4. Quarterly Exams/Evaluation**

##### **4.4.1 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 students evaluate their progress and identify their strengths and weaknesses.

##### **4.4.2 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.

##### **4.4.3 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.

##### **4.4.4 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.

#### **4.5. Second-Year Qualifying Exams**

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

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

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

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

##### **4.5.1 Description of Qualifying Exams**

- (1) A written math exam focuses on the student's ability to think mathematically and problem solve.

- (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.

#### **4.6. Senior Thesis**

The best measure of a student's mastery of skills is his ability to use those skills. Therefore, in order to graduate from Gutenberg College, each student is required to write a senior thesis.

The senior thesis is written under the guidance of a tutor (a student's thesis advisor) and must be successfully defended before a panel consisting of the advisor and two other tutors. Thesis topics must compare the views of two Great Books authors on an issue the student chooses with the help of his advisor. Senior theses are graded "pass," "pass with distinction," or "no pass."

The college sets a schedule of deadlines that students must meet, and the student will meet regularly with his thesis advisor.

##### **4.6.1 Deadline Schedule**

- (1) By the spring quarter of the junior year, students must select a senior thesis topic that meets current guidelines (two Great Books authors addressing the same issue) and find a faculty member who is willing to advise the proposed topic. (The faculty advisor will help determine whether a work qualifies as a Great Book.)
- (2) On or before the Friday of the seventh week of spring quarter of the junior year, students must submit a brief written proposal to their advisors.
- (3) By the end of spring quarter of the junior year, students and their advisors will work together to create a reading list of works that the student needs to consult in preparation for writing the thesis.
- (4) Beginning the fall quarter of the senior year, students will meet at least once every two weeks with their advisors. Meetings will continue through the fall and winter quarters.
- (5) By Friday of the fifth week of fall quarter, students and their advisors must agree on a topic for a ten-page paper and sign a statement declaring the topic.
  - (a) To allow students time to write the ten-page paper, senior morning classes will end one week before the beginning of dead week at the end of fall quarter, and all other senior assignments will be due by Monday of finals week.
- (6) By the end of fall quarter, students must turn in a ten-page paper, and advisors will give the paper a letter grade.
- (7) By Friday of the fifth week of winter quarter, students and their advisors must agree on a topic for a second ten-page paper and sign a statement declaring the topic.

- (a) To allow students time to write the ten-page paper, senior morning classes will end one week before the beginning of dead week at the end of winter quarter, and all other senior assignments will be due by Monday of finals week.
- (8) By the end of winter quarter, students must turn in the second ten-page paper, and advisors will give the paper a letter grade.
- (9) Students will devote the first two weeks of spring quarter to writing the senior thesis.
  - (a) Attendance in Great Conversation is not required during the first two weeks, but students must be in residence during this time. All other senior classes will continue during this time.
- (10) Advisors will set dates by which students should submit a rough draft of the thesis, and students must submit a rough draft on or before that date.
  - (a) Advisors will determine whether a student's thesis is defense-ready and/or what work a student needs to do to improve the thesis.
- (11) By 12:00 noon on Thursday of the fifth week of spring quarter, students must submit four copies of their finished thesis. A celebration for all those who finish their work on time will follow.
- (12) The dean will schedule a thesis defense for each student. Each student will defend his thesis before a thesis committee consisting of the thesis advisor and two other tutors selected by the thesis advisor.
  - (a) The thesis committee will decide whether the student passes with distinction, passes, or does not pass, and it will inform the student of its decision.
  - (b) During the defense meeting, the thesis committee will recommend what, if any, revisions a student needs to make to his thesis before submitting final copies to the college office.

#### **4.6.2 Senior Thesis Criteria**

- (1) Thesis Definition
 

A senior thesis is a 25-page paper that examines two authors' writings on a subject common to them both. (For example: Søren Kierkegaard and Karl Marx on alienation).
- (2) Typical Thesis Pattern
 

This pattern is not a required, but it is fairly straightforward and a favorite among past thesis-writers.

  - (a) Author A's views on the subject (example: Kierkegaard's view of alienation).
  - (b) Author B's views on subject (example: Marx's view of alienation).
  - (c) Author A & B in conversation about their common subject. The senior can compare, contrast, and synthesize the two authors—and perhaps advocate for one view over the other.
- (3) Thesis Criteria

A **passing** senior thesis meets the following criteria:

- (a) Formatting
  - One bound copy on acid-free paper for the library (three-ring binder is sufficient).
  - One loose-leaf copy on acid-free paper.
  - One digital copy on a CD clearly labeled with student's name, the year, the title of the thesis, and the format in which it was saved.
- (b) Length
  - Minimum length is 25 pages.
  - Theses over 70 pages are not encouraged.
- (c) Thesis Statement
  - Displays a working knowledge of the authors under discussion.
  - Is narrow, manageable, and supportable.
  - Is clearly written (a reasonably educated stranger could understand it).
- (d) Organization
  - Introduction previews the authors/subject of the paper.
  - Topic sentences clearly introduce new subjects.
  - Transition statements clearly and smoothly transition between subjects.
  - Supporting points (the body of the thesis) show an understanding of the authors/subjects and are germane to the thesis statement.
  - Conclusion summarizes and clinches the whole of the thesis.
- (e) Grammar, Punctuation, Wording, and Style
  - Follows proper MLA style for quotations, citations, footnotes, punctuation, etc.
  - Uses concrete nouns, active verbs, and appropriate voice.
  - Demonstrates good word-choice.
  - Employs thrifty and simple language.

### **4.6.3 Examples of Quality Theses**

Example theses can be found in the Gutenberg College library.

- (a) Axon Kirk (Class of 2002). Thesis question: Axon loves cooking, but cooking is not of ultimate significance. (It has nothing to do with salvation.) So, what is the significance of cooking?
- (b) Brian Julian (Class of 2003). Thesis title: Is Truth Empirical? An Examination of Bertrand Russell and William James on the Definition of Truth.

- (c) Scarlettah Schaefer (Class of 2006). Thesis topic: Simone Weil and Hannah Arendt.
- (d) Tegan Giesel (Class of 2008). Thesis topic: Camus and Job on Suffering.

#### **4.6.4 Copy Requirement**

Students must provide three copies of the finished thesis to the academic secretary in the following formats: (1) one bound copy on acid-free paper for the library (3-ring binder is sufficient); (2) one loose-leaf copy on acid-free paper; and (3) one digital copy on a CD clearly labeled with student's name, the year, the title of the thesis, and the format in which it was saved. Students will not be issued a diploma until all three final copies have been received in the office.

### **5. Course Deviations**

#### **5.1. Dropped Courses**

The last day to withdraw from classes is the third from the last Monday of the quarter. 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'. Otherwise, a grade will be given for the course.

#### **5.2. Incompleted Courses**

If a student foresees he will not be able to complete course work by the end of the quarter, he may request an incomplete grade ('I'). If his request for an incomplete is granted, the student will have one calendar year from the end of the quarter in which the class was taken to complete the course and to receive a grade. If the student does not complete the class in the allotted time, the 'I' will remain on his transcript without the credits counting toward his GPA; but the student must retake the entire class. The repeated class will appear as a separate class on his transcript. If a course is completed within the year, there will be no additional tuition charged. If the course has to be retaken, the student must register for the class and a fee will be charged.

#### **5.3. Repeated Courses**

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

### **5.3.1 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.

### **5.3.2 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 below for examples.)

#### **(1) Non-Degree-Bound Student Repeats a Course Once**

A non-degree bound student earns the grade of D at his first attempt of the three-credit course MTH 101. The student decides to repeat MTH 101 while he is non-degree bound, and he earns a grade of B- on his second attempt. The higher grade, B-, will be used in the calculation of the quarterly and cumulative grade-point average for the student.

#### **(2) Degree-Bound Student Repeats a Course Once**

A student is matriculated and in his first quarter at the college. He earns the grade of C+ at his first attempt of the three-credit course MTH 101. He decides to repeat MTH 101, and he earns a grade of D+ on his second attempt. The higher grade, C+, will be used in the calculation of the quarterly and cumulative grade-point average for the student.

#### **(3) Student Takes Course While Non-Degree Bound and Repeats It When Degree Bound**

While non-degree bound, a student earns the grade of C- at his first attempt of the three-credit course MTH 101. The student decides to enroll at the college, and after matriculation he repeats MTH 101 and earns a grade of D on his second attempt. The second grade, D, earned after matriculation, will be used in the calculation of the quarterly and cumulative grade-point average for the student.

#### **(4) Student Repeats a Failed Course Until Passed and Repeats Same Course to Improve Passing Grade**

A student fails the three-credit course MTH 101 at the first attempt, and he repeats the course but is still unable to pass it. On the third attempt, the student passes MTH 101 with the grade of D, but he decides to take the option of repeating the course once more to improve on the passing grade he earned. On his final attempt,

he earns the grade of C. The higher passing grade, C, will be used in the calculation of the quarterly and cumulative grade-point average for the student.

## **6. Time in Class**

Time spent in class each week varies during the four years at Gutenberg. On average, students spend nineteen hours in class during their first and second years and fourteen hours in class their third and fourth years. A sample first-year, fall schedule is published in the Gutenberg College Catalog.

## **7. Attendance**

Because participation is such a key component to the learning environment at Gutenberg College, class attendance is mandatory. Regular attendance enhances the learning of both the student and his classmates.

The college recognizes that circumstances sometimes make it impossible to attend class, and therefore some absences will be allowed each quarter. While each student should strive to attend all of the classes, the college allows a student to miss up to 10% of the classes in a given course per quarter. If the student misses more than 10%, his grade may drop a full letter grade, and it may drop an additional letter grade for each additional 10% of classes he misses.

In the same spirit, if a student is over ten minutes late to class, the student will be counted tardy, and three tardies will constitute an absence.

In unusual situations, the tutor may relax this attendance policy. Students are responsible to see that they do not exceed the non-attendance limits.

## **8. Right to Academic Work**

A student's work belongs to the student. A tutor may retain possession of a student's work only with the student's consent. A tutor may discard work that a student fails to pick up within four weeks.

## **9. Syllabi**

For each course, tutors will create and distribute a syllabus that states the title of the course, the tutor's name and contact information for out-of-class advising, the textbooks to be used, the requirements for the course, and the basis for the course grade.

## **SECTION THREE: BUSINESS AFFAIRS**

This section of the Student Handbook deals with the non-academic “business” of Gutenberg College that pertains to students.

### **1. Tuition and Fees**

#### **1.1. Tuition**

Tuition for the 2008-2009 school year is \$11,203.

#### **1.2. Cost per Course for Individual Courses/Auditing**

Gutenberg College allows a limited number of students who are not enrolled as full-time students to attend for credit or to audit individual courses. Tuition for non-matriculated (non-degree) students is charged by the credit-hour and does not include the cost of books. (For credit-hours assigned to each course, see “Courses Required for Graduation” on the Gutenberg website or in the Gutenberg Catalog. For information about auditing, see “Individual Courses/Auditing” in the Admissions sections of the website and catalog.)

- (1) Tuition for courses taken for credit is \$350 per credit-hour.
- (2) Tuition for audited (no credit) courses is \$250 per credit-hour.

#### **1.3. Fees**

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

##### **1.3.1 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. The books-and-fees charge varies per year as follows:

- (1) Years 1 & 2: \$650.00
- (2) Year 3: \$500.00
- (3) Year 4: \$450.00

### **1.3.2 Matriculation Fee**

When a student's application for admission is accepted, the student is required to pay a \$450 non-refundable matriculation fee. One-hundred percent of this fee is credited toward the fall books-and-fees charge due on the first day of classes.

### **1.3.3 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. (For instructions on how to obtain a UO library card, see "Library Services" in the Student Life section.) 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.

### **1.3.4 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.

## **1.4. Tuition-and-Fees Payment**

Each quarter's tuition and fees are due the first day of the quarter, with a four-day grace period for payment. Payments will be considered late on the fifth day after the due date.

### **1.4.1 Loan Agreements**

Students must sign any loan agreements by the fifth business day of the quarter.

### **1.4.2 Alternative Tuition Payments**

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.

### **1.4.3 Fee Payment**

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.

### **1.4.4 Late Payments**

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.

## **1.5. Tuition-and-Fees Refund Policy**

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

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

### **1.5.1 Tuition Refund Schedule**

- (1) Before orientation week: 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.

### **1.5.2 Refunds for Students Receiving Veterans Benefits**

Gutenberg College's refund policy for veterans complies with CFR21.4255. In the event the veteran or eligible person fails to enter a course, withdraws, or is dismissed at any time prior to completion, any unused portion of tuition, fees, and other charges is refunded. Any amount in excess of \$10 of the application fee is subject to prorating. The amount charged will not exceed the exact pro-rata portion of total charges; the length of the completed portion of the course will be prorated over its total length, and the exact proration will be determined by the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course. Refunds are made within forty days of the last date of the student's attendance. The amount refunded will be the greater of the following: a refund in accord with Gutenberg College's established refund policy or a refund in accord with the veterans refund policy stated above.

## **2. Financial Aid**

Gutenberg College has struggled with the issue of tuition and financial aid since its inception. On the one hand, we would like for every student who is qualified and motivated to study at Gutenberg to be able to do so regardless of his financial circumstances. On the other hand, we want the college to be able to continue to exist. It is our hope that by working together with students and parents we can accomplish these two goals. Therefore our financial aid policies are based on the following principles:

- (1) Gutenberg College will refrain from burdening students with large loan debts.

- (2) Tuition will be as low as we, in good conscience, can make it—even if that amount is below the actual costs of operating the college.
- (3) Each student and family will make a reasonable sacrifice to pay for student expenses.
- (4) Gutenberg College will help as much as possible students who cannot afford the costs of a Gutenberg education.
- (5) All this will be done in a manner that is as fair as practicable.

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 family. Institutional aid is available to assist, but not replace, the family's resources.

Students who find their continuing education threatened by financial circumstances are urged to discuss their circumstances with a tutor.

### **2.1. 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.

### **2.2. Applying for Financial Aid**

Gutenberg College will base its need-based aid decisions on the College Board CSS/Financial Aid PROFILE® (henceforth referred to as PROFILE) and the college's need-based formula. Gutenberg College awards all need-based aid on an annual basis. In order for Gutenberg College to calculate the expected family contribution (EFC), returning students must reapply for need-based aid annually, in the spring before the fall term in which they will need aid.

Students seeking financial aid must complete the PROFILE on the College Board website (<https://profileonline.collegeboard.com/index.jsp>). Gutenberg College's PROFILE code number is 2662. To talk to a College Board representative, call 305-829-9793 and select "0" in the automated menu system. The Gutenberg College Financial Aid Office may occasionally request additional information from the student before making an award.

### **2.2.1 New Students**

In order to qualify for the maximum financial aid for which they are eligible, prospective students should complete the PROFILE before June 1. Students who do not submit the PROFILE by June 1 may not be eligible for need-based aid. After June 1, students should contact the Financial Aid Office before completing the PROFILE. Financial aid requests will not be considered until a student has been accepted for admission to Gutenberg College. The sooner a student submits the PROFILE, the sooner Gutenberg College can make a financial aid determination.

### **2.2.2 Returning Students**

In order to qualify for institutional aid, all returning students must complete a new PROFILE by May 1 of the spring preceding each fall term they will need aid. Failure to complete the PROFILE may preclude the student from receiving aid.

### **2.2.3 Information about the College Board CSS/Financial Aid PROFILE**

The PROFILE® will cost \$25: \$9 for registration and \$16 for the report sent to Gutenberg College. A fee waiver is available for those who do not have the means to pay the application fee. The PROFILE automatically determines this ability to pay when the registration form is completed.

The PROFILE (used by more than 500 colleges) uses up-to-date information regarding tax liabilities, values, and other factors to analyze a family's/student's current financial situation and provide Gutenberg College with a fair assessment of the family's/student's ability to pay college expenses. The PROFILE also allows the family/student to describe in detail any extenuating circumstances that might affect income and/or expenses.

The PROFILE should be completed after the family/student has filed the current year's taxes because many of the questions on the PROFILE form require information from the tax forms. If the family/student will not file taxes until after the June 1 deadline, then the family/student must complete the PROFILE form using a "reasonable guess" option and information from the previous year's tax forms, assuming significant changes have not occurred. In such a case, Gutenberg College will likely ask for copies of the previous year's tax forms in addition to the current year's forms (when filed).

## **2.3. Financial Aid Package**

The types of financial aid available to students include non-institutional aid (outside scholarships and loans) and institutional aid (Gutenberg loans and grants). Depending on qualified and available funds, Gutenberg College will offer admitted and returning students financial aid packages in the order of the following sources: (1) non-institutional aid; (2) institutional aid.

### **2.3.1 Non-Institutional Aid**

#### **(1) External Scholarships**

Students are encouraged to apply for non-institutionally-funded academic, merit, service, or need-based scholarships. Potential external scholarship 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 online sources for advice and information regarding scholarship application and availability:

- (a) FastWeb: [www.fastweb.com](http://www.fastweb.com)
- (b) FinAid: [www.finaid.com/scholarships](http://www.finaid.com/scholarships)

(2) External Loans

Some private companies make low-interest education loans to students attending qualified educational institutions. These loans generally require a creditworthy co-signer. Gutenberg College has been approved as a qualified recipient institution for the *private education loan* program of Wells Fargo Bank. (To apply for a low-interest loan up to the cost of attendance, students can call 1-800-658-3567 or go online to [wellsfargo.com/student/apply](http://wellsfargo.com/student/apply).) At the request of a student, Gutenberg College will do what it can to make arrangements with other financial institutions from which the student seeks an education loan.

- Gutenberg College's federal school code is 03932400.
- Gutenberg College's loan code is 99970300.

### 2.3.2 Institutional Aid

(1) Gutenberg Loan

This school-granted financial aid is made available from the college's own resources. The maximum amount loaned to a student is \$1,800 per year. The terms of the loan are subject to change without notice. As of March 1, 2008, the terms are as follows:

- (a) Payments are due on or before the first day of each and every month, beginning on the first day of the first month following 180 days after the last day of the student's (the borrower's) senior year or early withdrawal or termination of enrollment at the college.
- (b) Payments will not be required nor will any interest accrue in any month when the borrower is enrolled for part of that month as a full-time student in any accredited or state-approved vocational or college-level degree-granting program. Payments will become due again after this deferment period as provided in part (a) above.
- (c) The repayment rate will be \$150 or more per month, including interest (if any) until the principal and interest (if any) are paid in full.
- (d) Zero interest will be charged provided each payment is made by the first day of each month that a payment is due.
- (e) The unpaid balance on this note shall bear interest at the rate of 5% per annum beginning the first day of the month after any monthly payment is not received by Gutenberg College on or before the day it is due.

(2) Gutenberg Grant

This need-based financial aid is made available from Gutenberg College's own resources. The amount of Gutenberg Grant funds that a student receives will be determined based on the student's need.

Gutenberg Grants for returning students take the previous year's diligence grades into consideration. Students receiving school-granted financial aid must show themselves interested in learning and be diligent in their course work. (See "Evaluating Academic Progress" in the Academic Program section.) Thus, need-based grants, which are determined annually after a review of the student's financial aid package, will be adjusted by the following percentages corresponding to the diligence-grade average earned the previous year: 3.76–5.0 DGA—100%; 2.76–3.75 DGA—95%; 1.76–2.75 DGA—90%; 1.0–1.76 DGA—85%.

(3) **Work Study**

Gutenberg College has very few opportunities for students to work for the college for pay. Occasionally the college employs work-study students in jobs created or made available to help students meet their educational expenses. Work-study students are hired on a temporary basis, and they are assigned to an administrative staff person or director of Gutenberg College, Inc., for supervision.

### **3. Registration**

Students must register the first week of every quarter.

#### **3.1. Registration Form and Course List**

On the first day of each quarter, students receive a Gutenberg College Student Registration form, which includes the following: (1) student identification and contact information that the college uses to publish an institutional directory and to bill students; (2) parent contact information; (3) emergency contact information; and (4) a list of the curriculum's standard courses in which the students are enrolled for the quarter.

##### **3.1.1 New Students**

New students will be sent the registration form after they have returned the Letter of Intent, and they must complete and return it to the office by the first day of Freshman Orientation Week.

##### **3.1.2 Returning Students**

Returning students must review their registration form and, if necessary, update information and/or complete sections of the form. Students must complete and return their forms to the office before the end of the first week of classes.

##### **3.1.3 Petitioning for Course Changes**

New or returning students who want to change classes must petition the dean by the end of the first week. Students who want to add or drop a class must petition for the change by completing a Class Change Request form and submitting it to the college office.

### **3.2. Student ID Card**

Entering students will have their picture taken during Freshman Orientation Week 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 \$10 fee will be charged to replace a lost ID card.

### **3.3. Books**

All required textbooks are included in the books-and-fees charge. Students can get each quarter's books from the Gutenberg College Bookstore after they pay their books-and-fees charge. (See "Tuition and Fees" below.)

## **4. Certifying Enrollment**

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

Mailed or faxed forms should be addressed to the registrar. Mailing address: Registrar; Gutenberg College; 1883 University Street; Eugene, OR 97403. Fax number: 541-683-5141.

## **5. Records & Right to Privacy**

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, and professionals in confronting an emergency or medical situation.

### **5.1. 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.

### **5.2. 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.

### **5.3. 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 recent 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.

## **6. Withdrawal from the College**

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

### **6.1. Financial Obligations**

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

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

If a student who withdraws is entitled to a refund, then the Gutenberg College bookkeeper will first apply that refund to any outstanding Gutenberg College loans and will then notify the student of when his next payment is due. (For loan repayment terms, see "Institutional Aid" under "Financial Aid" above.)

### **6.2. Readmission**

Students who have withdrawn or have been discharged prior to completing 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 director for an Application for Readmission.

## **7. Transferring Credits**

### **7.1. Transferring Credits into Gutenberg College**

In rare cases (usually language courses), course work completed at other colleges may be accepted as completion of work towards a degree from Gutenberg College.

Students wishing to transfer credits into Gutenberg College must petition the college. The college will consider such petition and determine what, if any, requirements will be waived or appropriate credit granted. The college will notify the student promptly of that determination.

## 7.2. Transferring Credits from Gutenberg College

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.

### 7.2.1 Course Equivalents

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

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 four of Gutenberg’s unique courses:

	<b>Gutenberg Course</b>	<b>Course Equivalent</b>	<b>Percentage</b>
<b>Years One &amp; Two</b>	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%
<b>Year Three</b>	Great Conversation (GCON 301-303)	History	20%
		Literature	20%
		Philosophy	20%
		Theology	40%
	Microexegesis (MXG 301-303)	Philosophy	100%
<b>Year Four</b>	Great Conversation (GCON 401-403)	Literature	33%
		Social Science	33%
		Philosophy	33%
	Biblical Philosophy (BPH 401-403)	Theology	100%

## 8. Transcripts

An official transcript is kept in the student’s academic file in the Gutenberg College office. Upon written request by the student, Gutenberg College will prepare and forward a transcript of the

student's record. Official transcripts will only be released if the student is in good standing with the financial office.

Transcripts are sent free of charge within one week of the request. Rush requests and expedited shipping may be available, but there will be a charge for these services. Requests can be made by fax, by mail, or in person at the Gutenberg College 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.

## **SECTION FOUR: STUDENT LIFE**

This section of the Student Handbook deals with student services and the non-academic life of students at Gutenberg College.

### **1. Student Services**

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

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

#### **1.1. Counseling Services**

##### **1.1.1 Academic & Career**

Gutenberg College does not have a counseling office. Tutors are available for consultation with respect to academic and career issues. Students should make arrangements to meet with a tutor to talk about such issues.

Students may be referred to the University of Oregon, which offers academic counseling to the public. The first session is free; subsequent sessions cost \$25. UO counselors can inform students of the available or necessary degrees for various fields and of the schools that offer those degrees. (See "After Graduation" below.)

##### **1.1.2 Psychological**

Gutenberg College does not provide psychological counseling to its students as a part of its program. The Community Life Services personnel and the faculty will provide a list of two or more local healthcare providers that can meet students' mental healthcare needs. Gutenberg College makes no representation as to the competency or effectiveness of the counselors. Students are responsible for researching and determining the counselors best suited to their needs.

##### **1.1.3 Spiritual**

Tutors are always ready to come alongside students to help them make choices about how to express and pursue their faith. Tutors, staff, and other students who are familiar with a number of churches (of various worship styles) within and outside the Eugene area are a valuable resource for new Gutenberg students looking for a church to attend while they are at the college. (See "McKenzie Study Center" under "Gutenberg College Institutes" in the Resources section.)

#### **1.1.4 Peer Counseling**

When any student of Gutenberg College interacts with other students and receives advice or support for personal concerns, Gutenberg College makes no representation as to the maturity, wisdom, or judgment of any student in the school. Students are responsible for their own life decisions.

### **1.2. Health Services**

Gutenberg College does not provide health facilities, medical services, or psychological counseling to its students as a part of its program.

#### **1.2.1 Referral for Healthcare**

Students in need of medical services may contact whomever they choose to provide those services. When requested, Community Life Services staff will provide a list of medical services, physicians, and mental health counselors available in the local area and assist students in locating their desired medical service.

Gutenberg College faculty and staff members are encouraged to suggest two or more names of physicians or counselors to any students who express a need for these services.

Referral lists are made available to entering freshmen during orientation week, 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.

#### **1.2.2 Health Insurance**

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

#### **1.2.3 Required Health Information**

Students must complete a Health History form before matriculating into Gutenberg College. They must also submit a Certification of Measles Immunization form or sign a religious or medical exemption before attending their first class 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.

At the beginning of each quarter, students shall review and/or provide emergency contact information on their Gutenberg College Student Registration form. (See "Registration" in the Business Affairs section.) All students are required to complete and return their forms to the office during the first week of classes.

## **2. Library Services**

Gutenberg College Library is a small reference library. Its main purpose is to provide Gutenberg students with background and supplemental texts to enrich their understanding of their assigned

Great Books readings. Students also have access to the library collections of the Eugene Public Library, the Springfield Public Library, and the University of Oregon's six libraries.

## **2.1. Gutenberg College Library**

### **2.1.1 Library Use**

The Gutenberg library collection is housed in three locations within the Gutenberg building.

#### **(1) Main Library Room**

Gutenberg houses the majority of its library collection on the first-floor of the building in a room designated "the library." In addition to housing Gutenberg's books, the room is used for classes and other business of Gutenberg College and its institutes. When not being used for classes or other business, the library is designated a quiet study space and normally remains unlocked.

#### **(2) Background-Reading Section**

The most used portion of the library is the Gutenberg College background-reading section. To keep this section accessible, it is located in the first-floor corridor just outside the main library. This informal library procedure relies on an honor system, which is possible because Gutenberg College's small size ensures that all students and staff are known to each other and that the presence of any unknown person is immediately reported to college and/or residence personnel.

#### **(3) Library Loft Annex**

Gutenberg houses part of its library collection in the Loft, a third-floor, multi-use space. This part of the library is referred to as the "Library Annex." Check-out and return procedures for books in the Loft are the same as those for the books in the library's main room. (See "Circulation Policies" and "Returning Materials to the Library" below.)

### **2.1.2 Library Conduct**

Users of the library's main room should observe the following conduct policies:

- (1) Computers used in the library should have their sound muted.**
- (2) Library users may peruse books in the library without checking them out, but they may not take books to other parts of the building without checking them out.**
- (3) Library users must return unchecked books to their correct place on the shelf before they leave the library. If the library user is not sure of the proper place for the book, then he should put the book in the book-return box.**
- (4) Library users must remove all personal belongings when they leave the library for more than a half hour.**
- (5) If no one else is in the library when a library user leaves, then he should close the windows, turn out the light, and shut the door.**

### **2.1.3 Library Hours**

The library is largely a self-service library and therefore has very flexible hours. Gutenberg students have access to the main library room and the background-reading section from 8:00 a.m. to 12:00 midnight. Students in the Residence Program have access to all areas of the library 24 hours a day, except when they are being used for classes and other business of Gutenberg College and its institutes. Current class and meeting schedules are posted in the Gutenberg office.

### **2.1.4 Library Card**

All students of Gutenberg College are eligible to check out books from the library. Students may become library patrons by attending a library orientation to learn about self-check-out and book-return procedures, to establish a personal patron account, and to receive a library barcode for their Gutenberg ID card, which serves as their library card.

Students are responsible for all materials checked out on their cards. Students are therefore advised not to check out materials on behalf of others.

### **2.1.5 Circulation Policies/Loan Periods**

Most library materials have a 30-day loan period. Exceptions are noted below.

- (1) Gutenberg College Background-Reading Materials
  - (a) All books that contain required and/or optional background reading(s) for Gutenberg College classes are located in the first-floor corridor and may be checked out for one day only. This short loan period ensures that the maximum number of students have access to these books each week.
  - (b) Only faculty and students of Gutenberg College may check out background-reading materials.
  - (c) Non-Gutenberg-student residents may use the background-reading materials in the library. Residents may not remove these materials to other parts of the building; they must return the materials to the shelf after using them.
- (2) Reference books

A small subset of the library's collection may be used only in the library. These books are marked with a reference sticker on their spines.
- (3) Periodicals

Current issues of any periodical may not be borrowed from the library. Back issues may be borrowed for a period of two weeks.
- (4) Audiotapes

The library does not currently have audio tapes or CDs in circulation. Borrowers can access a large number of MP3 files on the McKenzie Study Center website; these files are free to download.
- (5) Videotapes

The library does not currently have VHS tapes or DVDs in circulation.

### **2.1.6 Reserving a Book**

Students may request to reserve materials that are already on loan. The library will hold the requested materials when they are returned and notify the student who reserved them. Gutenberg College background-reading materials may not be reserved.

### **2.1.7 Returning Materials to the Library**

To allow more students access to the books, the library strongly encourages all borrowers to return their books as soon as they are finished with them rather than waiting until the due date. Materials should always be returned directly to the library-return box. Library staff will check the materials in and return them to their proper places on the shelves.

The library cannot pardon overdue charges that may result when a book is misplaced and not recorded as returned.

### **2.1.8 Library Charges**

#### **(1) Overdue Charge**

Overdue materials are a source of frustration to other borrowers. The library charges overdue fines to ensure that materials are returned in a timely manner. A student will be charged \$1.00 for each day after its due date that a book is returned. Overdue items must be returned and fines paid before a student may borrow additional books from the library. If materials are not returned within three weeks of their due date, they will be considered lost, and the student will be charged for the lost materials.

#### **(2) Lost-Materials Charge**

The library charges the current replacement cost of any lost item, plus a \$10 processing fee for the work involved in locating, ordering, and cataloging the replacement. Library materials remain the property of the college and must be returned whenever possible, no matter how much time has elapsed. If the patron who was charged for a lost item subsequently finds and returns the item to the library, then the library will refund the replacement cost of the item. The library will not refund the \$10 processing fee.

## **2.2. University of Oregon Libraries**

Gutenberg students have access to the University of Oregon's (UO's) six libraries, which house more than 2.8 million books. Gutenberg College requires every student to have a UO Oregon Card, which allows the student to check out books from UO libraries. As an incentive to get this card, students receive a \$30 credit toward their winter books-and-fees charge. (See "Library Card Fee-Credit" under "Tuition-and-Fees" in the Business Affairs section.) The card is valid at the following UO libraries:

- Architecture & Allied Arts (346-3637)
- Knight (346-3065)
- Law (346-3088)
- Mathematics (346-3023)

- Map & Aerial Photography (346-3051)
- Science (346-3075)

### **2.2.2 Procedure to Obtain a UO Oregon Card: Option 1**

Students can use a bar-coded library card from any other Oregon public library. This option costs nothing, but students cannot access their accounts online. (Students can obtain a Eugene Public Library card by taking a document with their signature on it and a piece of mail delivered to their current local address to the city library at the corner of Olive and 10th avenues.) To set up a UO account using a public library card, students must take the following documents to the Knight Library circulation desk (located just inside the front doors):

- (1) A completed account application (available at the circulation desk);
- (2) Photo ID and proof of age (passport, driver's license, student ID);
- (3) A piece of mail delivered to the student at his current Oregon address within the last two weeks;
- (4) An Oregon public library card (Eugene's, for example).

### **2.2.3 Procedure to Obtain a UO Oregon Card: Option 2**

Students can buy a UO Oregon Card from the library. This option will cost \$5.00, but it allows students to check their accounts online. To obtain this kind of card, students must take the first three documents listed above to the Knight Library circulation desk along with \$5.00 (exact cash or check).

## **3. Student Events and Extracurricular Activities**

### **3.1. Student Events**

At Gutenberg College, community involvement in events planning and coordinating is a matter of principle. Events are produced with student and volunteer energy and involvement. There are several traditional events each year for which students provide the labor and love as hosts. The Community Life Services director oversees student events in coordination with the events coordinator for Gutenberg College, Inc.

#### **3.1.1 Welcome Tea**

This event takes place on the weekend before Freshman Orientation Week. Its purpose is to welcome new students and their parents to Gutenberg College.

#### **3.1.2 Qualifying Tea**

This event takes place in the fall quarter and is hosted and organized by the senior class. Its purpose is to honor the juniors who passed at least three of their four second-year qualifying exams.

### **3.1.3 President's Dinner**

This event takes place during winter quarter and is hosted by the president of Gutenberg College. Its purpose is to provide students with a fun social event during the winter months.

### **3.1.4 Student Art Show and Performance**

This event takes place at the end of winter quarter under the supervision of Gutenberg's Art Project director. Its purpose is to showcase art produced by the freshman class in the winter-quarter drawing practicum as well as the visual and performance art by other students in the Gutenberg community. Visual art is exhibited in Gutenberg College's Puccinelli Art Gallery.

### **3.1.5 Baccalaureate Dinner**

This event takes place at the end of spring quarter on the Thursday before graduation and is hosted and organized by the junior class. Its purpose is to bring together seniors and tutors before the seniors graduate.

### **3.1.6 Graduation**

This event takes place at the end of spring quarter and is open to the public. The event is planned by the senior class. Its purpose is to honor those students who have completed (or will soon complete) their Gutenberg College requirements.

## **3.2. Extracurricular Activities**

Community Life Services coordinates student activities to ensure they are beneficial to the student body and to Gutenberg College culture. In consultation with the Student Concerns Committee, the Community Life Services director appoints students to organize such extracurricular activities as are recommended by the Student Concerns Committee and are judged by the director not to be in conflict with the general purposes and program of the college. Residents at Gutenberg College who are not Gutenberg students are invited to participate in many student activities and events.

Activities have included the following: an *a capella* gospel choir, co-ed recreational-league indoor soccer, and holiday parties (Halloween, Christmas).

### **3.2.1 Responsibility for Student Activities**

Student activities may be initiated by the Student Concerns Committee or by any individual student or faculty/staff member. The interested initiator should verify with Community Life Services personnel that the activity would benefit the student body. The activity initiator, after having received verification from CLS personnel, is responsible for coordinating the activity. The initiator is encouraged to receive support and encouragement from college personnel and/or fellow students.

Funds to help with student activities are the responsibility of the initiator and/or student group. Funding for student activities is not provided by the college.

A faculty advisor for student activities will be involved in the scheduling and logistics of extra-curricular activities that fall under the auspices of Gutenberg College.

## **4. Government of Students**

Government of the students is solely in the hands of the college officials assigned with such responsibility.

### **4.1. Student Concerns Committee**

A Student Concerns Committee composed of representatives from each class of students enrolled at Gutenberg College and a staff representative has been established by the board of governors and given the following responsibilities: (1) to provide representation of student concerns to the administration of Gutenberg College, (2) to generate dialog among and between the students and the administration, and (3) to serve as liaison between the students and the administration in matters pertaining to student life and culture.

One or two representatives from each student class (freshman, sophomore, junior, senior) serve on the committee. Representatives from the incoming freshmen class are selected by a vote of the upperclassmen representatives. Freshmen representatives are selected in time to join the committee's winter meeting.

The committee meets at least once per quarter. At its first meeting of the year, the committee selects a secretary for recording meeting minutes, which are kept on file in the college office. The Bylaws of the Student Concerns Committee are also kept in the college office.

Students who wish to participate on the Student Concerns Committee should contact the Community Life Services director. Students who want to raise a concern to the committee may contact any member of the committee at any time.

## **5. Conduct of Students**

Gutenberg College has adopted a Code of Student Conduct code and procedures for disciplinary action. These are published below, in the Gutenberg College Catalog, and on the Gutenberg College website. Before matriculating, all students must indicate their agreement to the Code of Student Conduct by signing the Student Code of Conduct Agreement.

### **5.1. Code of Student Conduct**

To be a Gutenberg College student is to avail oneself of a unique educational opportunity. In order 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 will bring discipline are as follows:

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

## **5.2. Honesty Statement on Exams**

The Survey of Western Civilization exams will include an honesty statement that students must sign when they take the exam.

## **5.3. Disciplinary Process**

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

### **5.3.1 Less Serious Misconduct**

Where possibility of suspension, expulsion, or restitution over \$500 does not exist, the president will designate a time for the student to appear before the Disciplinary Committee. The president (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 president (or his designee) will determine one of the following:

- (1) Whether legal proceedings should follow;

- (2) Whether disciplinary action should be taken, and if so, what action;
- (3) Whether no further action is warranted.

By a written letter delivered to the president 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 president and one named by the student.

### **5.3.2 More Serious Misconduct**

Where possibility of suspension, expulsion, or restitution over \$500 exists, the president 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;
- (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;
- (3) Write a letter to the president asking for an opportunity to come before the president (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;
- (4) Do nothing within the five days.

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

- (1) Whether legal proceedings should follow;
- (5) Whether disciplinary action should be taken, and if so, what action;
- (6) 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.

## **6. Grievance Procedure**

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

## **7. Disability Policies**

### **7.1. Access by People with Disabilities**

All structures owned by Gutenberg College, Inc., shall comply with all applicable state and federal laws regarding access to those structures by people with disabilities.

### **7.2. Nondiscrimination Policy**

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

Any person hindered from gaining access to a college sponsored event by reason of a disability should, at least five days in advance of the event, inform the disability officer about the nature of the access problem. The disability officer will find a way for the person to have access to the event.

### **7.3. Provision of Reasonable Accommodations**

Gutenberg College, Inc., shall provide reasonable accommodations for persons with disabilities, which shall be prescribed in the Rules and Procedures.

Accommodations, modifications, or adjustments to a course, program, service, or activity may enable a qualified individual with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to similarly situated individuals without a disability.

Common academic accommodations may include, but are not necessarily limited to nor guaranteed, the following: admissions modifications, alternate formats, exam modifications/adjustments, course assistants, assistive computer technology, course modifications/substitutions, reduced course loads, part-time enrollment, early syllabus, time extensions, taped lectures, or classroom relocations.

### **7.4. Accommodation for Students with Disabilities: Procedure**

- (1) A student interested in receiving accommodation for his disability should first contact the disability officer.
- (2) A plan will be made for the student to provide documentation of the disability from a qualified professional in order to verify the presence of the disability and its impact in an educational setting.
- (3) The disability officer will review the documentation and supporting materials to certify eligibility for services. If the initial documentation is older than three years, incomplete, or inadequate to determine the extent of the disability and appropriate accommodations, the disability officer may require supplemental assessment of the disability. Students pay any cost of professional verification of disability.
- (4) Following these steps, the disability officer and the involved faculty will meet with the student to determine academic adjustments and/or accommodations.

- (5) When a qualified individual with a disability requests an accommodation, the college will make a reasonable effort to provide an accommodation that is effective for the individual. Admissions decisions, course examinations, and other measures of achievement will be appropriately modified to ensure that the evaluation reflects actual achievement rather than the impact of the disability.

## **8. 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.

## **9. Married Students**

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

## **10. After Graduation**

What do students do after graduation? 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.

Because the love of learning is deeply instilled into Gutenberg students, many graduates go on to teach at private elementary and middle schools. Other graduates are currently pursuing careers in higher education, journalism, law, healthcare, landscaping, marketing, and non-profit organizations. Graduates have also worked as cooks, administrative assistants, retail supervisors, and barristas.

The Gutenberg College faculty will do what it can to help students gain admittance to the graduate programs of the student's choice. Gutenberg students pursuing advanced degrees have been accepted into graduate programs at the following schools:

Boston University	Middlebury College
Chapman University	Regent College
George Fox University	Rosemont College
IBS School of Cosmetology	San Bernardino Valley College
Lewis and Clark Law School	Southwest Baptist University
Liberty University School of Law	St. John's College, Santa Fe
Marquette University	St. John's College, Annapolis

Syracuse University

Toronto School of Theology

University of Maryland

University of Oregon School of Law

University of Salzburg, Austria

University of Toronto

Western Governors University

Western Michigan University

Western Seminary

Willamette University College of Law

World Journalism Institute

For students who choose not to go on to graduate school, the faculty will be very happy to explain to employers the nature of the training Gutenberg College students receive and the advantages this education affords for the workplace.

## **SECTION FIVE: CAMPUS ACCOMMODATIONS & POLICIES**

This section of the Student Handbook describes the Gutenberg College campus, the services available on campus, and policies relating to student use of campus facilities and services.

### **1. Campus**

The Gutenberg College campus consists of one building located at 1883 University Street. The building—also referred to as the “House”—serves as the primary facility for the Gutenberg College Academic Program, the Residence Program, McKenzie Study Center, and Art Project. It also houses the Puccinelli Art Gallery.

#### **1.1. Building Restrictions Applicable to Students**

To maintain the campus building and to be considerate of its various users, students are asked to observe the restrictions below. Additional restrictions, which are listed in the Gutenberg College Resident Handbook, will apply to students who reside on campus.

- (1) No animals are allowed in the Gutenberg College building.
- (2) Bicycles may not be brought into the building. Non-residents may lock their bikes to the rack by the back patio.
- (3) Skateboards may not be used on indoor floors and carpets.
- (4) Students may not use outside the kitchen or kitchenette any device or thing that is designed to burn or whose purpose is to generate heat—with the exception of hair dryers, curling irons, electric rollers, electric blankets, and heating pads. This prohibition includes, but is not limited to, candles, coffee makers, heaters, incense, potpourri pots, hot plates, and microwave ovens.
- (5) Smoking is not permitted anywhere within the Gutenberg building. Smoking is permitted on Gutenberg property in designated smoking areas outside the building. Smokers should put all cigarette butts in the provided trash containers.
- (6) No food is allowed in the classrooms during regular Gutenberg College classes unless permission is received from the tutor. Drinks, other than water, are not allowed unless they are in a spill-proof container.
- (7) Weapons, such as firearms and knives, are not allowed in the building or on the building grounds.

#### **1.2. Building Maintenance Problems**

Students who notice maintenance problems, such as an overflowing sink, that are beyond the scope of general upkeep should inform Gutenberg office staff or Facilities Department staff. It is very important to bring to the staff’s attention maintenance problems that present safety or security hazards or that could lead to further damage to the building.

## **2. Common Spaces**

Except when official events have been scheduled in rooms, common spaces (defined below) may be used by all Gutenberg College students and Residence Program residents according to the limits stated below.

### **2.1. Computer Lab**

Gutenberg College has a computer lab with printing capabilities located in the library. Students and residents may use that lab during campus hours on a first-come, first-served basis. Students and residents with laptops should be aware that the building is old and has few electrical outlets.

### **2.2. Kitchenette**

A microwave, small refrigerator, and pantry area are provided for tutors and off-campus students to store and prepare food and drinks during the day. All items should be stored in sealed containers and will be subject to disposal.

### **2.3. Hours of Use for Common Spaces**

#### **2.3.1 Between 8:00 AM and 6:00 PM**

The entire first floor and the Loft on the third floor of the Gutenberg building are defined as “common spaces” and are open to all Gutenberg College students and residents in the Residence Program.

#### **2.3.2 Between 6:00 PM and 12:00 midnight**

Off-campus (non-resident) Gutenberg students may use the following areas only:

- (1) Dining/living room
- (2) Library and computer lab
- (3) First-floor classroom
- (4) Kitchenette
- (5) First-floor bathrooms

Off-campus students may use other common/resident spaces if invited and accompanied by a resident. Residents may use all common areas.

#### **2.3.3 Between 12:00 midnight and 8:00 AM**

The building is closed to off-campus Gutenberg students unless an off-campus student is accompanied by a resident.

### **2.4. Priority of Use for Common Spaces**

Common spaces are open to all on a first-come, first-served basis. For example, someone playing the piano may play until he is finished, and he may ask that other activities that interfere with his piano playing not be pursued. Similarly, if the first person in the room would like to study without the piano being played, the studier has priority over the piano player. Sharing spaces requires students and residents to evaluate what is kind and then try to act on that understanding.

Common spaces may not be reserved except by permission of the Community Life Services director or the Residence Program staff.

Any Gutenberg College, McKenzie Study Center, Art Project, or other event scheduled through the Community Life Services director or the Residence Program staff has priority over student or resident use of the space.

## **2.5. Maintaining Common Spaces**

Furnishings in common spaces should remain in their places. When students are finished using a common space, they should return any item they used to its proper place, remove all of their personal belongings, check that windows and doors are locked, and turn out the lights.

Personal items remaining in common spaces at the end of the day will be removed and placed in the Lost & Found. Keeping the common spaces clear of personal items is another way to be kind and thoughtful to others who use the space.

## **3. Housing for Students/Residence Program**

Gutenberg College is unique and so is its student housing. Student housing is provided by the Gutenberg College Residence Program, which 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, including those of its institutes, McKenzie Study Center (MSC) and Art Project. 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 for residence is separate from acceptance as a student at Gutenberg College.

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. 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.

For more information about living at Gutenberg College, the Resident Handbook is available on the Gutenberg College website, [www.gutenberg.edu/housing](http://www.gutenberg.edu/housing). Applicants to the Residence Program are required to read the handbook before applying for residence.

## **4. Parking**

Limited parking for faculty, staff, students, and residents is available in the lot behind the Gutenberg College building. This parking is provided on a first-come, first-served basis. If parking is unavailable, drivers must use curb-side street parking, much of which is zoned for two-hour parking on Monday through Friday, 8:00 AM to 5:00 PM. Because the time limit for street parking is strictly enforced, drivers are encouraged to move their cars every two hours or to park in unzoned areas. Parking tickets issued by the City of Eugene are \$16 each.

Any unauthorized car parked in the Gutenberg lot is subject to towing, but only the Gutenberg or Residence Program staff may call the towing company. Students who suspect that an

unauthorized car is parked in the lot should inform the office manager or Residence Program staff.

#### **4.1. Resident-Student Parking**

Students who reside on campus are permitted to park one car only in the Gutenberg lot. Double-parking will be allowed for loading and unloading only and for a maximum of 15 minutes.

Residents are not permitted to keep non-working cars on the premises for more than five days. Car repairs and maintenance may be performed on the premises only with the prior approval of Residence Program staff.

A limited number of residents who own cars while residing at Gutenberg may obtain a parking permit, available for \$180 per quarter (\$60/month) from Diamond Parking. The permit allows for unlimited parking on Zone A streets near Gutenberg. (Zone A parking is noted on the “2-Hr Parking” signs.) To obtain a permit, residents must take the following to Diamond Parking, 1297 High Street (13th & High): \$180, car registration, photo ID (e.g., driver’s license), and a bill or lease with the resident’s Gutenberg street address printed on it.

### **5. Communication Services**

#### **5.1. Bulletin Board**

Information and notices for tutors, students, and residents are posted on the bulletin board located inside the college office.

#### **5.2. Email**

Every full-time and auditing student will be issued a “gutenberg.edu” email address by the Gutenberg College, Inc., IT manager, who can also help set up the email account. For more details, contact the college office. Students should check their email regularly for statements, announcements, and assignments from tutors.

#### **5.3. Internet**

High-speed Internet connection is available to employees, students, and residents through Gutenberg College’s wireless Internet network, accessible throughout the Gutenberg College building on University Street. Computers must have an airport card to be able to connect to this network.

##### **5.3.1 Student/Faculty Blog**

Tutors can communicate class and other information to students by posting to a private “blog” accessed through the Gutenberg College website. Students can find this information by going to [www.gutenberg.edu](http://www.gutenberg.edu), clicking on “Resources,” and then clicking on “Registered Students.” Students can get the user name and password from the office, the tutors, or fellow students.

#### **5.4. Mail**

Mail is received Monday through Friday at the Gutenberg College business office.

#### **5.4.1 Resident Students**

Residents may receive mail or packages at the business office (except Oregon ballots).

#### **5.4.2 Non-Resident Students**

Non-resident students may also receive mail at the school address, which will be delivered to their campus mailbox. (**Exception:** Oregon ballots must be mailed to the student's place of residence).

#### **5.4.3 Campus Mailboxes**

Every full-time and auditing student will be issued a mailbox on campus, and mail processed by the office will be delivered to that box. Boxes are located on the landings at the top of the stairs on the first and second floors. Correspondence, returned school work, and announcements will be delivered to this box.

#### **5.4.4 Student Address**

Student mail should be addressed as follows:

Student's/Resident's Name  
1883 University Street  
Eugene, OR 97403.

#### **5.4.5 Forwarding Mail**

The Gutenberg College business office will forward mail to a student during absences longer than one week, if that student gives the office the dates of his absence and his forwarding address.

Persons who no longer reside on the Gutenberg College campus must notify the office of their forwarding address in order to have mail forwarded to them. Former residents must also directly notify all businesses and personal contacts of their address change. The post office will not forward mail or notify senders of address changes for students or residents. If a forwarding address is provided, the Gutenberg College business office will forward first-class mail to students and former residents for one year. If no forwarding address is provided, or if mail comes after one year, the office will return the mail to the sender.

### **5.5. Telephone**

The Gutenberg building has two phone lines, one in the business office and one in the kitchen. Students *may not use* the office phone to place or receive calls except in an emergency. The kitchen phone is primarily intended to be used for emergencies. Students should not use this phone as a personal phone on a regular basis, but they may place and receive brief calls on this phone when it is more convenient than their own phone.

## **6. Copy Machine**

Students may use the copy machine located in the business office for personal use to make *small* numbers of copies at the cost of five cents per page. To prolong the life of the machine, students are asked to use a copy or print shop to make more than ten copies at one time.

## **7. Campus Security**

### **7.1. Security and Emergency Procedures**

Gutenberg College has established both emergency procedures and procedures to help ensure the security of the students and the building. (See “Fire Safety” below.)

In case of emergency when Gutenberg College staff are not available, students should call either the Eugene Police Department’s non-emergency number, 682-5111, or 911. In case of extreme emergency, students should call 911.

### **7.2. Doors and Windows**

All outside doors should remain locked at all times except during business hours (Monday–Friday, 8:00 AM to 5:00 PM). The back door in the stairwell and the bike-room door should be locked *at all times*, even during business hours.

Doors to the fire escape on the north side of the building should be closed at all times. They do not lock, but they have no handles on the outside. They do not close easily, however; therefore, anyone closing the doors should make sure they “click” shut.

Windows may be left open during the day when it is hot. After 9:00 PM, the last person leaving a room with open windows should close and lock the windows.

### **7.3. Personal Safety**

Students are asked to be responsible for their own safety and the safety of their belongings. The neighborhood surrounding the Gutenberg campus is a typical college neighborhood; everyone should be aware of his surroundings at all times.

When students encounter strangers on campus, they should politely inquire as to the person’s identity and purpose in the building. If a student has reason to believe that a person should not be in the building, he should contact a tutor or staff person or, in extreme cases, the police at 911.

## **8. Fire Safety**

Faculty, staff, students, and residents are asked to familiarize themselves with the locations of fire call boxes, fire extinguishers, and escape routes from the Gutenberg building in case of fire. The fire escape on the north side of the building is not to be used except in case of fire.

### **8.1. In Case of Fire**

- (1) If a fire alarm sounds throughout the building, then everyone should assume there is a fire and exit the building immediately, congregating on the sidewalk across the street to facilitate a head count.
- (2) If an alarm sounds in one room only, the occupant(s) of that room should attempt to determine if there is indeed a fire in that room and how big it is.
- (3) If the fire is small, then the occupant(s) should extinguish it.
- (4) If the fire is not small or manageable, the occupant(s) should trigger a building-wide alarm at a fire call-box and exit the house.

- (5) When a building-wide alarm sounds, the fire department is called automatically.

## **8.2. Fire Emergency Procedures**

### **8.2.1 If you discover a fire inside a building**

- (1) If possible, activate the fire-alarm system.
- (2) Immediately exit the building, closing doors behind you.
- (3) Call 9-1-1.

### **8.2.2 If you discover a fire outside a building**

- (1) Call 9-1-1.
- (2) Do NOT activate the building fire-alarm system.

### **8.2.3 If the fire alarm sounds**

- (1) Feel the door or doorknob of the room you are in with the back of your hand. If it feels hot, do not open it—the fire may be on the other side of the door.
- (2) If the door is not hot, open it slowly. If the area outside the room you are in is clear of smoke, walk to the nearest fire exit and exit the building.
- (3) Close doors behind you.
- (4) Notify arriving fire or police personnel if you suspect someone is trapped inside the building, and tell them where the person may be located.
- (5) Gather outside on the front lawn of the building, and do not attempt to re-enter the building until instructed to do so by Gutenberg personnel or the Fire Department.

### **8.2.4 If trapped or otherwise unable to leave a room**

- (1) Wet and place cloth material around and under the door to prevent smoke from entering the room.
- (2) Close as many doors as possible between you and the fire.
- (3) Be prepared to signal someone outside, but DO NOT BREAK GLASS until absolutely necessary, as outside smoke may be drawn into the room.

### **8.2.5 If caught in smoke**

- (1) Drop to hands and knees, and crawl toward exit.
- (2) Stay low, as smoke will rise to ceiling level.
- (3) Breathe shallowly through nose, and use a filter such as a shirt or towel.

### **8.2.6 If forced to advance through flames—a last resort**

- (1) Hold your breath.
- (2) Move quickly.
- (3) Cover your head and hair with a blanket or large coat.

- (4) Keep your head down and your eyes closed as much as possible.

### **8.3. Using a fire extinguisher**

Building occupants are not required to fight fires. Individuals who have been trained in the proper use of a fire extinguisher and are confident in their ability to cope with the hazards of a fire may use a portable fire extinguisher to fight small fires (no larger than a wastepaper basket).

Fire fighting efforts must be terminated within 15 seconds or when it becomes obvious that there is risk of harm from smoke, heat, or flames—whichever comes FIRST.

#### **8.3.1 P.A.S.S. Method of Using a Fire Extinguisher**

- (1) Pull the safety pin from handle.
- (2) Aim the extinguisher at the base of fire.
- (3) Squeeze the trigger handle.
- (4) Sweep across the base of the fire from side to side.

## **SECTION SIX: COMMUNITY RESOURCES AND RECREATION**

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

### **1. 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.

Additional resources can be specially ordered through the Gutenberg College Bookstore. A student who wants to order a book must provide the academic secretary with the ISBN and title of the book before textbooks are ordered each quarter. The academic secretary will try to accommodate such orders as time allows.

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

### **2. Gutenberg College Institutes**

#### **2.1. Art Project**

Art Project, an institute of Gutenberg College, is dedicated to exploring the relationship between Christianity and the arts and to encouraging artists to pursue their artmaking in a manner that embodies the biblical vision of life. Students are invited to attend Art Project events.. To learn more about Art Project, visit its website at [www.artproject.org](http://www.artproject.org).

#### **2.2. McKenzie Study Center**

The curriculum of Gutenberg College has been designed to provide a well-rounded education suitable for any motivated student. While the Bible is studied as one of the “Great Books,” extensive study of the Bible is not included in the curriculum. For those students who want additional Bible study, it is available through McKenzie Study Center (MSC).

MSC, an institute of Gutenberg College, is a Christian ministry that seeks to help students (and others in the community) grapple with what it means to have a biblical worldview in the context of a generally post-Christian society. MSC is committed to providing a safe place for honest and open inquiry into life’s big questions (Who is God? What does it mean to be human? How does one’s faith relate to various aspects of life?) toward the end that each person’s faith will be biblical, true, and rational. To learn more about MSC, visit its website ([www.mckenziestudycenter.org](http://www.mckenziestudycenter.org)). To learn more about MSC, visit its website at [www.mckenziestudycenter.org](http://www.mckenziestudycenter.org).

### **3. 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:

### **3.1. Churches**

Over 300 churches in the Eugene area provide students with a wide variety of church-activity options. A complete listing is available in the yellow pages of the telephone directory. Tutors and staff members are also a good source of information when looking for a church.

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. Concerts given by professional and local musicians are posted on the church's website at [www.welcometocentral.org](http://www.welcometocentral.org); just click "Events": "Concert Schedule."

### **3.2. Gardens**

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

### **3.3. 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.

### **3.4. 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.

### **3.5. 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.

## **4. 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.

## **5. 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.

### **5.1. Academic Counseling**

Gutenberg students who plan to attend graduate school can take advantage of academic counseling that the UO offers free to the public. Job listings and career counseling are also available (first session is free; subsequent sessions cost \$25).

### **5.2. 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.

### **5.3. Erb Memorial Union (EMU)**

The student center is located three 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.

### **5.4. Gerlinger Hall**

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

### **5.5. 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.

### **5.6. 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).

### **5.7. 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.

## **5.8. 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 ID 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.

## **SECTION SEVEN: BIBLICAL FOUNDATION STATEMENT**

Gutenberg College has grown out of a campus ministry (McKenzie Study Center) that has distinguished itself by its lively interchange of ideas and its willingness to question the unquestionable. The core of the Gutenberg faculty consists of scholars who have been participants in that dialog for nearly thirty years. Individuals have changed their minds on many issues over the years, but an overall consensus has resulted from the dialog; a set of beliefs has come to characterize this community of scholars. The Gutenberg College Biblical Foundation Statement documents these beliefs, and all faculty (except adjunct faculty) acknowledge their agreement with the Statement by signing a Declaration of Compliance to the Gutenberg College Biblical Foundation Statement. A copy of the Statement is included below.

### **Gutenberg College Biblical Foundation Statement**

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

#### **Part 1: Statement of Methodological Commitment**

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

1. We believe that truth exists and is knowable; and we believe that truth about God and other ultimate realities exists and is knowable just as surely as we believe that truth about mundane realities exists and is knowable.
2. We believe that God created human rationality, that it is a universal, God-given faculty of every human being, and that God made it to be the ultimate epistemological authority—that is, we believe that what is soundly rational can and should be assumed to be true, and we believe that what is true will be soundly rational. Furthermore, we believe that what is not soundly rational should be assumed to be false.
3. We believe that God, through the processes of history, has granted to us an authoritative collection of writings we call the Scriptures. The Scriptures are that set of writings that God providentially brought into being and purposed to serve as an authoritative source of teaching with regard to ultimate realities. We believe that these Scriptures are the only objective spiritual authority that we should allow to dictate our understanding of ultimate realities.
4. We believe that no creed, no orthodoxy, no consensus, no tradition, nor any other extra-biblical source of teaching that attempts to claim what the Bible teaches should ever dictate how we understand and interpret the Bible. We believe that our doctrines, beliefs, faith, practice,

understanding, and knowledge should be brought into conformity to what the actual text of the Scriptures actually teach; but we do not believe that our doctrines, beliefs, faith, practice, understanding, and knowledge need be brought into conformity to any spiritual authority other than the Bible.

5. We believe that our understanding of the teaching of the Bible must be dictated and informed by sound, rational exegesis of the text of the Bible and by that alone. And we believe that sound, rational exegesis can only be exegesis that accords with the assumption that the biblical writings communicate in the mode of ordinary human verbal communication. Any exegesis that does not accord with that assumption we must consider unsound and invalid.

6. We grant absolute authority to the Bible and make it our working assumption that everything the Bible asserts—no matter how seemingly trivial or unimportant—should be assumed to be true. We believe that the Bible is without error in anything whatsoever that it does, indeed, assert.

## **Part 2: Summary of the Primary Message of the Bible**

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

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

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

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

2. LIFE, as defined by the Bible, describes an everlasting existence in a new age of created reality beyond the present age—in “a new heavens and a new earth” where goodness (righteousness) will prevail. Goodness will permeate that existence. It will dwell in every citizen’s heart and in every institution (if any) that is established in that everlasting society. The

Bible describes it as a righteous Kingdom where Jesus, the appointed Messiah, will reign as its righteous King. While the description “Kingdom of God” may be somewhat metaphorical, it nevertheless describes a reality that is a metaphysically supernatural fact about the state of future existence.

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

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

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

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

7. There is a second important obstacle to a human being’s entering into LIFE—namely, what the Bible sometimes calls a “hard heart.” A hard heart is a person’s stubborn volitional resistance to God and the things of God. The same rebellion against God that is intrinsic to man’s basic moral condition—rendering him evil—also controls and dictates those subjective desires and inclinations that become reflected in his everyday choices, actions, and behavior. Accordingly, just as a human being is instinctively evil at the core of his moral nature, he is also—at the level of his conscious purposes, deliberative actions, and volitional life generally—decidedly hostile toward God and all that God is. Due to the hardness of a person’s heart, therefore, a human being, left to himself, would never submit to God’s rightful authority, would never accede to God’s will, would never endorse God’s purposes, would never appreciate God’s values, would never like God’s priorities, and would never love who God is. As a consequence,

no human being, left to himself, could ever bring himself to desire LIFE as a gift of divine mercy. The rebelliousness of the human heart would never permit him to do so—for to do so would require of a person (1) that he acknowledge his guilt and unworthiness before God, (2) that he acknowledge the glorious mercy of God and bow to it in gratitude, and (3) that he love the person and values of God and want to exist with them forever. None of these are dispositions that the hard heart of man could ever allow. Accordingly, even though the “good news” of God’s undeserved mercy has been announced by Jesus and the apostles, no human being, left to himself, will ever receive that announced mercy and the LIFE that follows from it; for the hardness of his heart will never permit him to do what he must do to receive it—namely, to acknowledge and honor the God who offers him mercy.

8. There are a select few members of the human race whom God has sovereignly chosen to receive His mercy and the LIFE that results. God—through the activity of His Spirit at work in their hearts—makes these people evident by producing a quality within them that the Bible calls “holiness.” The essential characteristic of holiness is that it is the opposite of the hardness of heart that is natural to a sinful human being. While, due to the hardness of his heart, a natural-born human being hates God and is unwilling to acknowledge Him, the one who has been made holy loves God and is desirous of knowing Him.

[Important note: the above distinction between a “hard heart” and an “evil moral nature” is important. The one whom God has made “holy” has not been purged of his “evil moral nature.” His “hard heart” has been softened. His conscious, deliberate rebellion against God has been turned into a desire for and commitment to learning to love and submit to God. But this does not mean that instinctually—at the level of his core moral nature—he has been made good. The transformation of one’s moral nature from evil to good is part of one’s future expectation of LIFE. In the final age, beyond this present existence, those whom God has chosen for LIFE will be “glorified.” At least in part, one’s glorification will mean his being re-created such that his moral nature is, at core, good rather than evil. But it is then, and only then, that he can expect to be rescued from the deep-down reality of evil in his own nature. In the meantime, in this present age, the holiness produced by the Holy Spirit is at the level of the person’s “heart,” not at the level of his fundamental moral nature.]

9. The Bible delineates a number of different manifestations of holiness in the life of one who has been made holy, but the two manifestations the Bible seems to consider most obvious, dramatic, and noteworthy are these:

(a) The holy person responds to God’s merciful offer of LIFE to those who desire to know Him with “Yes. I desire LIFE; I desire to know You; and I thank You.” The one who rejects God’s offer of LIFE, refusing to repent and acknowledge Him, is not holy and will not be granted LIFE.

(b) The one who is holy acknowledges the true identity, the true significance, and the real contribution of Jesus of Nazareth. Anyone who **refuses** to acknowledge who Jesus really is, what Jesus did, and why Jesus is significant is not holy and will not be granted LIFE.

10. Jesus of Nazareth was sent into the world by God to accomplish a number of things and to fulfill several distinct purposes, the most important of which are these:

(a) Jesus was sent into the world as “the light of the world.” That is, He was the most important of all of God’s prophets. He came to reveal in full what prior prophets had all revealed in part. Jesus came and revealed all we need to know of who God is and what His ultimate purposes are.

(b) Jesus is the Messiah, the Anointed One. He is the one God has appointed to serve as King over the everlasting Kingdom of God.

(c) Jesus is the true High Priest appointed by God to possess the right and authority to appeal to God for mercy on the behalf of sinful mankind.

(d) Jesus was the “lamb slain before the foundation of the world”—that is, He was the propitiatory offering offered up to God as an appeal to God to be merciful to sinful mankind. When Jesus willingly allowed His own crucifixion, He was (in His capacity as our true High Priest) offering up to God—in the form of his own life-blood—a precious sacrifice, offered up to God in an appeal to God to be merciful.

(e) Jesus was and is God become man—the eternal Logos incarnated as flesh, the “visible image of the invisible God.” Jesus represents visibly and tangibly—in the form of a human being—all that God is. Accordingly—even though Jesus is fully a human being like us—it is appropriate to worship Jesus as God Himself, for the authority and character and majesty of God Himself has been embodied uniquely and solely in Jesus.

11. The essential core of biblical Christianity, therefore, can be summed up as follows: the one who acknowledges, appreciates, values, and endorses all that Jesus was, is, and did—as outlined in the point above—(and who, accordingly, gratefully receives God’s promise of LIFE as a gift of divine mercy) is among those chosen by God to be granted LIFE in the age to come. The one who stubbornly refuses to acknowledge, appreciate, value, and/or endorse all that Jesus was, is, and did is not among those who will receive mercy and LIFE.

### **Part 3: Doctrinal Statement**

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

1. There is one and only one true God. He transcends the entire created order. He is the Creator of all that exists; and in accordance with His will, He 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 as a consequence he was alienated from his Creator. Thus, by one man sin entered into the world and death by sin, and so death passed to all men, for all sinned. Man’s nature is corrupted, and he is thus totally unable to please God in the “flesh”—his natural-born humanity. Every man is in need of regeneration and renewal by the Holy Spirit. The salvation of humanity is wholly a work of God’s free grace and is not the work, in any part, of human worthiness or goodness or of religious ceremony, practice, or discipline. In view of the work of Jesus Christ, God forgives the one who humbles himself and puts his faith in Christ alone for his salvation. From such a one, God withholds His wrath against sin and grants His righteousness.

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

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

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

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

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